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ABSTRACT

This document contains 68 presentations made at a conference on the recruitment, retention, and academic success of minority group college students. Many minority group students enter college unprepared for a rigorous academic curriculum and face many barriers to persistence in an atmosphere dominated by White middle class culture. Approaches range from specific skill-development programs to comprehensive strategies for developing a multicultural campus atmosphere in which all ethnic groups can thrive. The following topics are discussed: (1) minority scholarships; (2) remedial writing; (3) student advisement; (4) mentoring; (5) transfer programs; (6) personalized support services; (7) curriculum development; (8) improvement of instruction; (9) summer programs; and (10) peer groups. Programs targeting Asian American, Black, and Hispanic American students are emphasized. The programs could be used as models by other institutions. Some of the papers include lists of references. (FMW)

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CONFERENCE PROCEEDINGS

THE MINORITY STUDENT TODAY

Recruitment, Retention, and Success

OCTOBER 9 - 11, 1989
SAN ANTONIO, TEXAS

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A COMPREHENSIVE ACADEMIC PROGRAM

Dr. Lynda Harrison, PhD
Associate Professor of Nursing

Dr. Roy Ann Sherrod, DSN
Assistant Professor of Nursing

The University of Alabama

The nursing shortage has prompted renewed investment of energy into the recruitment and retention of students into nursing. The Comprehensive Academic Program (CAP) is a multifaceted program developed at The University of Alabama Capstone College of Nursing (CCN) and designed to increase nursing education opportunities for individuals from environmentally or financially disadvantaged backgrounds. The program was funded in April, 1987 for three years, by the Division of Nursing within the U.S. Department of Health and Human Services. Although the services of the program are not limited to minority students, a significant percentage of minority students are from environmentally or financially disadvantaged backgrounds. As a result, the CAP project is expected to improve recruitment and retention of minority students as well as non-minority students who are from disadvantaged backgrounds. This presentation will describe the CAP program as a model program for recruitment and retention of minority and other disadvantaged students. Experiences from the first year of the program will be reported, and implications for other institutions implementing similar programs will be identified.

Description of the program

Major activities of the program are divided into the two categories of recruitment and retention. The specific objectives of the program are:

1. To recruit and select at least twelve qualified students per year who are from environmentally or economically disadvantaged backgrounds.
2. To facilitate the entry of at least twelve qualified disadvantaged students per year into the Capstone College of Nursing.
3. To provide counseling, academic, and social support services to assist disadvantaged students to complete the Capstone College of Nursing program successfully.
4. To provide preliminary education for disadvantaged students prior to their entry into upper division nursing courses, which will assist them to complete the Capstone College of Nursing program successfully.
5. To provide disadvantaged students with stipends of $200.00 per month while they are enrolled

as full-time students at The University of Alabama Capstone College of Nursing.

The strategies designed to accomplish each of these objectives are diverse. Many of the strategies include all students within the College of Nursing so that no negative stigma is attached to the program, and students will not be hesitant to use the services.

Methods for achieving the first objective related to recruitment include the establishment of future Nurse Clubs in at least one high school in eleven counties in west Alabama. A Community Advisory Council comprised of leaders who have frequent contact with and provide services to individuals who are disadvantaged has been formed to assist the College in the development of activities and programs which might be implemented to identify and recruit more disadvantaged students into the nursing program. In addition, representatives from the College have worked with local radio, television, and newspaper sources to increase the media coverage about nursing and career opportunities.

Strategies to accomplish the second objective include the early identification of students who are disadvantaged, and referral to financial and other support services as appropriate. Additionally, the College has implemented a Mandatory Academic Counseling Program in which students whose grade point average falls below a 2.0 must see their faculty advisor on a monthly basis. The offering of a special section for nursing students only of the Academic Potentials course designed to enhance study skills is another method for accomplishment of the second project objective.

Strategies for accomplishing the third project objective include establishment of a registered nurse mentor program, a Big Brother/Big Sister program, and a Peer Support group. Additional services include the development and purchase of appropriate remedial programs and materials and the provision of faculty tutors for upper division nursing students.

Preliminary education for disadvantaged students prior to their entry into upper division, the fourth project objective, is provided by a one hour orientation course offered to freshmen and transfer students. Some of the content of the course includes role of the nurse, the nursing curriculum, and campus support services.

The final objective, to provide a stipend of $200.00 a month, is accomplished by the offering of stipends for the most financially disadvantaged students. The number of new stipend recipients is limited to no more than 12 each year.

Program Evaluation

A comprehensive evaluation of the project is being conducted in order to compare students who receive the

program services with those who entered the program during the year before the project was implemented. The evaluation plan is based on the five major objectives of the program. A personal data form is administered to each student in their freshman year to identify those who are financially, educationally or environmentally disadvantaged. Records are maintained describing all recruitment activities, and the outcome of each application to the CCN. A computerized data base is maintained for each student including the following information: (a) high school GPA; (b) ACT Scores; (c) Strong Campbell Interest Inventory Scores; (d) GPA on previous college course work; (e) information from the Personal Data Form; (f) enrollment in the Academic Potentials Course; (g) financial aid received; (h) hours worked per week (i) Tennessee Self-Concept Scale Scores; (j) Learning Strategies Preference Scale Scores; (k) GPA throughout the program; and (1) scores on standardized Nursing Achievement and Licensure examinations. Faculty also maintain records of their advising activities and the Office of Student Services maintains records regarding decisions for promotion to upper division.

Each year students are asked to complete questionnaires assessing their awareness, use, and evaluation of available campus support services. At the end of each year the project evaluator coordinates qualitative interviews of 10 - 15 randomly-selected nursing students in order to identify their perceptions of their academic and non-academic experiences.

By the time of the conference, preliminary evaluation data will be analyzed to assess whether there are early differences in retention between students who entered the College of Nursing during the year prior to implementation of the CAP program, and students who entered the College of Nursing after the program was initiated. In addition, descriptive data will be presented comparing the two groups in terms of other variable such as GPA, use of campus support services, self-concept scores, and evaluation of faculty advising activities. Findings from the qualitative interviews with students will also be presented.

A HIGH-STAKES COURSE: BASIC WRITERS BECOMING COLLEGE WRITERS

Harriett Williams , Associate Professor
The University of South Carolina

Students whose placement test scores label them as basic writers, those whose great difficulties with written language seem of a different order from those of merely careless writers, are faced with a formidable task. These students must not only learn the "second language" of formal written discourse, but they must also master it in one semester's time. In only a few months they will be entering traditional English classes in which they must display a facility for both reading and writing this new language or face academic difficulties which could impair their chances of completing a degree. Minority students are not infrequently the majority in these basic writing classes.

In the University of South Carolina's program for provisional, academically high-risk students, the students whose writing proficiency test scores place them into English 100, the basic writing class, have been disproportionately minority students. In 1986 a research study was conducted to determine the most efficient curriculum design for this course which is so vital to student retention. Analyzing the four class sections of two professors, the study tracked both writing and reading progress in control and experimental groups. The research question was to determine if the addition of explicit instruction in rhetorical analysis to the English 100 curriculum could aid basic writers' comprehension and composing.

The answer was, resoundingly, yes, with regard to composing skills. When two impromptu expository essays from each student at the beginning of the semester were combined with two similar essays from the semester's last week, independent raters determined the latter group were highly significantly improved ($P > .0001$).

This presentation will briefly cover the research project, but its focus will be to define and describe the course designed for students who were identified not only as high risk candidates due to admissions criteria but also as basic writers needing remediation. Since a disproportionate number of this population was minority students, and since so many of them showed significant improvement in language skills over the course of one semester, I feel this course design is important curriculum information to disseminate.

A MINORITY SCHOLARSHIP PROGRAM: COMMITTING TO RECRUIT, RETAIN, AND SUCCEED

Donald C. Dendinger, Ph.D., ACSW
Chair, Goodrich Scholarship Program

Joe Valades, MSW, CSW
Coordinator, Student Services

University of Nebraska-Omaha

Historically, access to higher education was limited to the more affluent classes in society. Since World War II, however, efforts have been made to admit students from a broader socioeconomic group. The G.I. Bill, as well as affirmative action outreach efforts in the 1960's, actually brought greater numbers of students into colleges and universities from classes of people unaccustomed to higher education.

More recently there has been a lot of discussion about recruiting and retaining minority students. Articles in the Chronicle of Higher Education (1989) and reports from the American Council on Education (1988), among many others, identify the need to deal effectively with minority recruitment and retention. Often the rhetoric is more impressive than resulting action.

Models suggesting retention success can be identified. Recently the Educational Testing Service (1986) in Princeton, New Jersey, searched colleges and universities for programs which had been successful in retaining minority students. Boston College, Purdue University, the University of North Carolina at Greensboro, and the California State University-Fresno were all viewed as being successful in various efforts to retain minority students.

The University of Nebraska at Omaha has developed a model of minority recruitment and retention, now in place for nearly seventeen years. The essential components of this model include a three-pronged approach. The first is financial assistance. Scholarships are awarded to students with sufficient financial need, which cover tuition and fees for ten semesters or 145 hours. Second, specialized curriculum provides courses in English Composition, Critical Reasoning, Humanities, and Social Sciences up to 24 hours in the first two years of the program. These courses are all taught by faculty selected to teach in this program with a sensitivity for low-income and minority students. Third, special academic and personal support services provide help for students seeking assistance in those areas.

This model has placed heavy emphasis on recruitment. All high schools in the Omaha metropolitan area are contacted each fall to alert counselors and students to the scholarship. Most of the schools are given a special presentation on the scholarship and the application process. Area agencies which might have contact with low-income and/or minority students are reminded each year of the scholarship and are encouraged to refer interested persons to the Goodrich Scholarship Program. Brochures, presentations, and videos on local television all educate the community to the purpose of the program and encourage applications from qualified applicants.

Once students are accepted into the program, an intensive retention effort ensues. All scholarship recipients are required to attend an orientation the preceding summer, weeks before classes begin. Some are required to attend a summer workshop specially designed to enhance basic skills in reading, writing, and studying.

As classes begin, a faculty and staff of fifteen work closely with all new students to assure an effective transition into the university setting. For example, in the English Composition class, a ratio of student-to-faculty/staff is about ten to one. Therefore, students in the class can have a one-hour individualized session each week with an instructor. Other activities such as support groups, called communication labs, are required during the first semester on campus in order to facilitate the interaction and support between and among faculty, staff, and students.

Other critical interventions are available. Academic and personal counseling are provided. The curriculum taught by Goodrich faculty is designed to include content from the major racial and ethnic groups found in the United States. Nationally known Anglo American, Black, Hispanic, Native American, and Asian American artists and social scientists are brought in to share their work and to inspire members of their own group to succeed in academic areas. Likewise, the faculty and staff represent the various racial and ethnic groups and often act as mentors for the culturally diverse student population in the program.

The Goodrich Program represents a massive commitment of resources over a period of nearly seventeen years. The purpose is simply to recruit, retain, and graduate minority and low-income students. The question is, "Does it work?" The following statistics suggest that, with this type of model, low-income and minority students succeed in higher education at about the same rate as more traditional students. The Goodrich Program has admitted some 1300 students. Three hundred and sixty eight have graduated with about 280 currently enrolled at any one time. Therefore, about half these students have either graduated or are still enrolled. This is about the same rate of success found on the University of Nebraska campus with the non-Goodrich students. A recent study of UNO students suggests that nearly 40 percent of the full-time students eventually graduate, which is about the same rate as the Goodrich Program.

This model would suggest that with a commitment to recruitment and retention, higher education can succeed with low-income and minority students.

Cage, Mary Crystal. "More Minority Programs Now Emphasizing Efforts to Keep Students Enrolled in College," The Chronicle of Higher Education. April 12, 1989.

Clewell, Beatriz C. and Ficklen, Myra S. Research Report - Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices. Educational Testing Service, Princeton, New Jersey, 1986.

Wilson, Reginald, and Carter, Deborah J. American Council on Education. Minorities in Higher Education (Seventh Annual Status Report, 1988) Washington, D.C.

A MODEL FOR ADVISING STUDENTS ON PROBATION & SUSPENSION

Dr. Gladys Pramuk
Academic Advisor

Ms. Mary Sue Hoskins
Director of Advising

Mr. Michael Fogler
Academic Advisor

University of Kentucky

Advising students on academic probation or suspension is a challenge and an opportunity. It is a "teachable moment." When students become acutely and painfully aware that they are in academic jeopardy, they usually accept the fact that they need some advice. What better chance is there to do some good quality professional advising? The need of the student creates the best possible climate for the advisor to do some positive intervention and the best possible motivation for the advisee to really listen!

So with this realization in mind, I reviewed my past two years experience conducting interviews. At best I felt they were adequate. I didn't particularly look forward to doing them because the students were usually uncomfortable and I was too. I saw myself more as an administrative spokeswoman relaying bad news (you know, the "mandatory probation conference") instead of an advisor with a golden opportunity. Of course my negative vibes were catching and I think both the student and I breathed a sigh of relief when the unpleasant conference was over.

So this year, after evaluating my past performance, I decided that I could do a much better job. I decided to change my probation interview so that both my advisee and I would enjoy the conference because we both benefited from it. I also felt that the interview needed some consistency across students so I designed a questionnaire that would give it a structure. This questionnaire would also allow me to collect valuable data from my students about reasons for probation and suspension. Also, I decided to take advantage of this "teachable moment" and at the conclusion of the interview, give the students some learning materials to reinforce what I had told them.

Next, I shared my ideas for this model with the other advisors in our department. Both my manager, Mary Sue Hoskins, and my fellow advisor, Michael Fowler, were enthusiastic about it and wished to participate in a pilot study. We decided that one way to evaluate this new model would be - at some later date - to compare the grades of students who had been interviewed with this model and received the handouts with a randomly selected

matched group who had received no structured interview and no handouts. Although we do not have any statistics to report yet, we felt that our new materials and our new attitudes had shown enough positive results to be worth sharing with you. Perhaps it might help you to rethink the attitude you bring to probation students as well as give us input that will help us improve our model and our materials.

Finally, research has shown that good advising does positively affect retention rates - and it is our aim to do just this!

A MODEL FOR ADVISING STUDENTS ON PROBATION AND SUSPENSION

I. Introduction (Gladys Pramuk)

- A. Opportunity and challenge
- B. Need for consistency and some structure
- C. Need for positive intervention
- D. Need to share model with other advisors
- E. Need for evaluation and followup

II. Presentation of Materials (Pramuk, Hoskins, and Fogler)

- A. Model Interview - Distribute and discuss
- B. Questionnaire - Distribute and discuss results
- C. Handouts - Distribute and discuss

III. Advisors' Reactions

- A. Importance of Time Management - Michael Fogler
- B. Model for Faculty Advising - Mary Sue Hoskins

IV. Evaluation and Followup

- A. Informal feedback from students
- B. Comparison with control group at semester's end

A MODEL TRANSITIONAL PROGRAM FOR THE UNDERPREPARED STUDENT

Ventura C. Castaneda, Associate Director
Department of Learning Skills and Educational Opportunity
University of Wisconsin-Milwaukee

This presentation describes a model program for the underprepared student who shows potential and motivation for university study but whose basic skills are not strong enough for success at the post-secondary level.

The description includes method of selection for student participation, taking into consideration their previous academic performance, test scores, and personal interviews between the prospective student and an admissions counselor.

An adapted curriculum and the policies of the program regarding student behaviors are also described, as are methods of evaluating student performance in the program and thereafter. Evaluation of the program itself is also an essential component.

The presentation, based on the experience of the "Bridge Programs" at the University of Wisconsin - Milwaukee, in which a large majority of the students are from ethnic minority groups, also suggests ways in which the model program being described can be adapted to other college or university environments.

A summary of the budget for the program is included.

A RETENTION PROGRAM FOR BLACK STUDENTS AT A PREDOMINANTLY WHITE INSTITUTION

Wanda L. Nelson, Programs Coordinator
Northern Illinois Universtiy

The retention of Black students in higher education is of paramount concern to university officials nationwide. In recent years, the retention rate of Black students has been on a decline. The Commission on Minority Participation in Education and American Life (1988) reported that in 1975 the percentage of Black students who enrolled in or had completed some college was 48 percent; between 1975 and 1985 the college participation rate for Blacks dropped to 44 percent.

For those students who do enroll at the university, however, it is necessary to do more than just recruit them. The more important goals should be to retain and graduate them. That is the true indicator of successful retention.

Therefore, the challenge for university personnel is to reverse the trend of high attrition rates of Blacks in higher education. One possible strategy is to provide support services to meet the needs of these students. In the past, support programs have been designed for high risk students who may not meet the requirements for regular admissions. On the other hand, students who matriculate through regular admissions have not been provided support programs. Regularly admitted Black Students also need support services because they tend to be at risk as a result of the impact of the campus milieu.

This seems to be true at Northern Illinois University where this study occurred. The attrition rate for regularly admitted Black students was actually higher after the freshman year than the attrition rate for Black students who enter the university through special programs. Since the regularly admitted Black students had the higher ACT scores, it was natural to expect them to perform better academically. Even for high-ability students, however, it seems as though academic ability is not enough to ensure their success. Nonacademic factors also impact their success.

Using this concept as a basis, a program was implemented through the Counseling and Student Development Center at Northern Illinois University. There are three program components: (a) support group meetings, (b) mentoring by upperclassmen, and (c) personal interviews.

The objectives of this program session are as follows:

1. To discuss the rationale for the retention program for regularly admitted Black students.
2. To discuss the rationale for the program components.
3. To present the results and an evaluation of the impact of the program.
4. To prove an opportunity for session participants to provide feedback and share information about programs or interventions used on their campuses to address the problem.

Audio visual materials will be used to describe the design of the program as well as to share evaluation results.

A UNIVERSITY-COMMUNITY COLLEGE COLLABORATIVE PLAN TO RECRUIT AND RETAIN MINORITY STUDENTS FOR PROFESSIONAL STUDIES IN EDUCATION

Clarence R. Calder, Jr.
Professor

Mary Anne Doyle
Associate Professor

Alfred L. Carter
Director, Human Services

University of Connecticut

Introduction

A recent development in university planning for the recruitment and retention of minority students is initiation of collaborative efforts with community colleges. This is considered a viable alternative for students to gain admission to the university. Generally, admission is offered upon successful completion of a prescribed course of study at the community college. An additional benefit for students, beyond the guaranteed transfer, is the opportunity to extend academic skills and enhance preparation for upper division course work while attending the community college. This acknowledges the potentially supportive environment of the community college complete with access to developmental education, i.e. skill development in reading, writing, math, and study skills. It is suggested that students who take advantage of opportunities to strengthen skills will enter the university more prepared to succeed. The anticipated result is higher rates of retention and degree completion.

Schools of Education within major universities have special interest in recruiting and retaining minority students for professional studies. Realizing that our nation's schools serve increasing numbers of minority students (with projections of 50% by 2000), the need for securing teachers representing minority populations is a sincere priority.

It is suggested that collaborative programs with community colleges may offer a more effective way to recruit students and to secure future teachers representative of minority groups. And most importantly, retention may be enhanced by encouraging students to develop proficient skills and background for university study while attending the community college.

Collaborative Program

The purpose of this presentation is to describe one School of Education's collaborative plan with one community college. This School of Education is located at a major, research university, and the Community College is a

well established school offering respected and diverse programs of study.

Program participants will be recruited from the university's urban Professional Development Center, a high school whose student body is predominately Black and Hispanic. This program will therefore involve a majority of Black and Hispanic students.

Established admissions criteria will be applied with the added need for students to express commitment to professional studies in education. All participants will receive financial support for the duration of their participation. Specifically, tuition, fees, room, and board will be covered for all academic semesters including summer. Students will also receive a stipend for participation in summer programs. Due to financial constraints, the program will recruit no more than fifteen students per year.

Program Objectives and Implementation

The objectives of the collaborative program are to recruit, encourage, and prepare minority students to enter the teaching profession. Detailed below is the overall schema of the five year program: two years at the Community College, three years at the University. Five years is stipulated as the current undergraduate program in education as a five year plan that includes introductory graduate study.

Initial, lower division course work will be completed at the Community College. Selected courses will conform to the prerequisites of the School of Education and the general education requirements for graduation from the University. The aim is to guarantee that students will transfer to the University as third year students with all appropriate course credits.

Prior to the first year, all students will participate in a precollegiate summer program planned to orient students to college study. Basic skills will be assessed and students will receive instruction as needed. Recommendations for the first semester will be based on performance during the summer. For those needing continued development of basic skills, developmental studies in the Community College Learning Center will be mandated for the first academic year and performance data will be maintained.

During the first academic semester, students will be assigned a mentor who will advise and work with the student for the duration of the program. The mentors will be encouraged to establish facilitative relationships and to counsel and direct students in all aspects of college, or university, life. The mentors will monitor academic performance and course selection and be available at all times. The mentors are considered a key component of the entire program.

All participants will spend the summer following the first year of study on the University campus enrolled in a

six week, pre-education program. The purpose will be to acquaint students with the university setting and to involve them in School of Education projects. In addition to meeting and working with education faculty, they will work as instructional assistants in the school's summer program for elementary children.

Students may also use this time to take courses they may need in order to keep on schedule for transfer to the University.

In the second academic year students will complete required courses at the Community College. Supportive services will continue and advisement will be provided by mentors from both the University and the Community College. Specialized preparation for a state-mandated entrance exam for teacher preparation programs to be taken by all students with low SAT scores (below 1000) will also be provided.

The third, fourth and fifth years will be completed at the University. Students will declare a liberal arts concentration and will take upper division courses in both liberal arts and education. University mentors, from the School of Education, will maintain close contact with the students and offer supportive assistance as needed.

For direct help with content study, students will be directed to the University's support centers: Writing Center, Math Center, Reading Center.

During each subsequent summer, students will have the option of attending summer school to complete course work, and they will receive financial support for doing so. In addition, they will be invited to participate with faculty and children in the summer program serving area elementary schools.

Program Evaluation

The evaluation of this collaborative program will entail assessment of student progress in all phases of the program: performance in all courses both at the Community College and at the University; assessment of academic skills and performance in developmental programs both during the summer and during the academic year; utilization of opportunities to improve academic skills as provided by the Learning Center; performance with children in the summer school program; feedback from mentors; and rates of attrition and program completion.

Special Program Features

The presentation will detail all procedures and clarify the respective roles of the Community College and the University in this collaborative effort. Plans for the students' financial support, the mentoring program, and specific summer experiences will be outlined. Instruments selected for student assessment will be described and exemplary plans of study will be presented.

Conclusions

The collaborative program designed jointly by one School of Education and one Community College represents an attempt to attract minority representatives to professional studies in education. The recruitment of students is enhanced by the participation of the Community college. The retention of students is enhanced by the planned attention to financial needs, the opportunity for development education, the use of summers to provide nurturing experiences both on campus and in classrooms with children, and a supportive mentoring program. Overall, the program draws on the unique experiences and strengths afforded by both the Community College and the University. It is anticipated that this alternative approach to professional studies in education will ultimately benefit both the individual students and the communities in which they will teach.

ACCESS TO COLLEGE

Terrance R. Kizina, Director of Admissions
Point Park College

Point Park College has a strong interest in participating in the economic development and revitalization of the Pittsburgh area. One way for the college to do this is to provide assistance in the education of those young people who are identified as having talent and potential which can be developed for their benefit and for future benefit of the Pittsburgh area. In conjunction with the Mon Valley Education Consortium (MVEC) and the Urban League of Pittsburgh, Point Park College has established the "Access to College" program.

The purpose of the program is to make a college education accessible to promising high school graduates who otherwise might not be able to attend college. The Urban League of Pittsburgh awards are designated for minority students only. The Mon Valley awards are designated for all students from the Mon Valley geographic area, (20 area high schools) but there is approximately a 30% participation rate by minority students in this program. The awards are full-tuition grants which cover one year tuition at Point Park College. The awards are for the freshmen year only.

The eligibility for nominated students would be that they have potential for college success; are from families with financial need; are from those high schools identified with the Mon Valley Education Consortium (MVEC). (The last item does not apply to the Urban League Awards).

The identification of potential students comes from high school superintendents, principals, guidance counselors, and teachers as well as staff members from the Mon Valley Education Consortium and Urban League of Pittsburgh.

Once the students are identified they are required to submit appropriate information (application for admission, high school transcript, SAT or ACT scores, and letters of recommendation). Once this information is on file the students must also have a personal interview with the Office of Admissions.

The purpose of the awards are to expose the students to the higher education experience at no financial obligation with the hope that the student will continue their higher education experience at Point Park College or another institution of higher education.

ADVISEMENT AS A RETENTION TOOL FOR THE MINORITY STUDENT TODAY

Pamela Wallace-Johnson
Academic Adviser
University Division

Frank E. Dobson, Ph.D
Director
Black Cultural Resource Center

Elizabeth Omolewu
Academic Advisor
University Division

Wright State University

The purpose of this paper is to describe the benefits of a three phase advisement system to minority students at Wright State University, Dayton, Ohio. All freshmen are admitted into the University Division of the University, where Phase I of advisement begins; for the minority students their Phase II begins concurrently with Phase I at the Bolinga Cultural Resource Center. Phase III of advisement for all students begins in the colleges or schools of their intended major after they have been accepted into their programs of study. Phase II of advisement offers minority students additional advising support needed to maintain a strong psychological balance in a predominantly white institution. The support system is illustrated with this story. One evening at 8 p.m. a mother puts her three year old child to bed. Nothing happened for an hour, but suddenly, a loud thump sounded from the child's bedroom. The mother rushed in and discovered that the child had fallen out of bed. She cuddled him in her arms and asked, "What happened, honey?" The child replied, "I guess I stayed too close to where I got in." Advisers of minority students have a higher calling today, than ever before, to move them further away from where they got in to where they stand a reasonable chance of success. Retentions minority students required the combined efforts and commitment to effective advising of advisers at all phases of advisement.

Phase I: Academic Advisement in the University Division

The University Division of Wright State University was established in 1971 to serve as a centralized academic advising unit for all entering lower division undergraduate students. Both minority and majority new students are housed in the division with assigned advisers until they meet the admission requirements stipulated by the college and colleges and schools housing their intended degrees. The Division administers placement testing in mathematics, reading, and writing. Scores on these tests aid advisers in initial academic advising and class registration. Advising is performed on an individualized basis in adviser's private offices. This approach is helpful because it makes students feel comfortable and fosters a healthy and trustworthy relationship between him/her and his/her adviser. As suggested by (Willie and McCord 1972) "trust levels between whites and blacks are slow to develop." This implies that the first conference with the minority student is extremely important to

his/her retention. It also gives the adviser an opportunity to demonstrate sensitivity, and concern to the special needs of the minority student.

Prior to the first conference with the advisers, students view a video presentation of the advising and registration process and other university facilities (bookstore, library, student center, gym, etc.) that play essential roles in students' experiences and academic success. After the video viewing, the adviser welcomes his/her student cheerfully into his/her office where the first advisement appointment begins. Retention depends heavily on the students' satisfaction both in and out of the classroom. The adviser spends a few minutes to socialize with the student, to create a sense of belonging, and to stimulate a sincere and open discussion. This strategy of accommodation means so much to the minority student because it eliminates a feeling of inferiority. The adviser discusses the student's intended program of study, University requirements, career opportunities in his/her choice of major. The student is given the opportunity to share his/her perspectives, expectations, career aspirations, and interests. The adviser also informs the student of the black and other minority faculty and staff on campus, and minority social and academic organizations.

Minority students are introduced to the Bolinga Cultural Resources Center and given bulletins of information of the different services offered at the center. The center administers all the minority academic and social organizations and programs. We, the advisers at the University Division, are aware of the anxieties and difficulties that minority students experience in adjusting to a different cultural environment, so we try not to overload them with difficult freshman classes, but prepare to moderate course schedule for them.

If the minority student's test scores on the placement tests are low, indicating that he/she needs preparatory classes, then the adviser recommends that he/she enrolls in them before taking the general education and other college level classes. We precisely encourage minority students who need these classes to take them in their first quarter because the classes are the concrete for a sound and authentic educational foundation, and attributes to their retention. Advisers make followup appointments and make themselves available to the students; and we encourage them to keep in touch with us. In addition to advising, we make followup, coordinate with and make referrals to other university services.

Phase II: Minority Student Advisement at the Bolinga Cultural Resources Center

The Bolinga Cultural Resources Center was established on January 15, 1971 as a tribute to the memory of Dr. Martin Luther King, Jr. "the father of black men freedom and justice." (Burrell 1970) Phase II of minority students advisement begins at this center in their critical freshman year. The center is an organization of black students, advisers, and staff motivated and concerned about minority students' retention and success at Wright State University. The center offers a wide variety of special support services to assist minority students to cope with the psychological stress of college education in a predominantly white institution. During the freshman

orientation, all new black students have the opportunity to meet black faculty and staff and are assigned a faculty/staff mentor. The faculty/staff mentors are all sensitive and caring individuals committed to the retention and successful transition of their assigned student. Minority students look up to these experienced personnel as moms and dads. Another special support program is the M.O.D.E.L.S. (Mentors Offering Direction, Encouragement and Leadership Strategies). This is also an organization of black, self-motivated, academically successful junior/senior students who serve as mentors. New black students look up to them as big brothers/sisters. The mentors provide guidance around the campus. They are required to accompany their assigned new student to all places he/she wants to go. The thrust of both mentor programs is to create a family of academicians in which the student is a part as a young child. The faculty/staff (moms/dads) and student mentors (big sisters/brothers) together accommodate the student, to eliminate loneliness, inferiority, and social estrangement. Other programs include the Peer Supportive Services (PSS) which administers tutoring, workshops, counseling. The above programs, since implemented in 1986, have really had significant impact on minority attrition at WSU. Attrition rate has declined from 35% in 1985 to 27% in 1986 and 11% in 1988/89 school year. Minority students have derived a higher marginal utility from these programs because participation in tutoring services have increased, indicating that they are more excited about school. The center also provides scholarships for minority students.

Phase III: Advisement at the College/School of Major

Phase III of advisement begins at the college/school of the minority student's intended major. Admission into the college/school of his/her major is meritocratic. He/she is admitted into his/her college after he/she meets the requirements stipulated by the college/school housing his/her degree. At his/her college/school he/she is assigned another academic adviser that monitors his/her program of study from his/her junior year to graduation.

Effective academic advisement of the minority student at all phases is the key that opens up the door to his/her happiness, retention, academic success and peace in the world. Ralph Ellison said, "If you can show me how I can become a part of your world, without losing that which is uniquely my own, then I will not only sing your praises, but I will help the desert bear fruit."

MSC AMBASSADORS IN THE HIGH SCHOOLS PROGRAM AMBASSADORS OF EMPOWERMENT: A MENTORING, RECRUITMENT, RETENTION PROGRAM THAT WORKS

Dr. Irene I. Blea
Director

Maria Cabrera
Ambassador
Freshman

Metropolitan State College

I propose a presentation of my program as one that works to retain high school students through graduation, recruits them to college and retains them. The panel presenters will be the Director, an Ambassador and a college freshman that has been part of the high school program. It has been found that for many students financing is not enough. Students have a multiplicity of parental and social concerns. This presentation reviews the target population, funding, student problem areas, program problem areas and successes.

The MSC Ambassadors are junior and senior MSC students, and are selected to enter a high school and work with high school personnel in an effort to identify, tutor, and counsel potential recruits. These students act as role models and mentors for incoming students. They spend five hours a week in the schools, or with their potential recruits, and recruit two students, preferably male and female to the Summer Bridge Program. The Ambassadors receive payment for tuition and fees for the academic year. They are nominated by their professor(s) and can remain an Ambassador as long as they maintain a cumulative grade point average (GPA) of 2.5, and remain in good standing with the college.

The students who are recruited by the Ambassadors are evaluated, accepted, and enter the college campus as Summer Bridge participants for a period of six weeks during that Summer prior to entering college in the Fall. The Summer Bridge Program guides the student through reading, math and language arts evaluations, and offers them classes for the six week period. Summer Bridge participants receive a stipend of $150 a week for the six week period. Once these students are enrolled in the college curriculum, they are referred to as MSC Ambassadors in the High Schools Program participants. During the Fall semester, participants are required to register for the Freshman Seminar, English at the appropriate level and Algebra or Math at the appropriate level. They must retain a GPA of 2.5 and remain in good standing with the college. The scholarship includes payment of tuition and fees plus a book allowance.

The program is based on significant research, is one that is replicable; and consists of innovative approaches to working with students with racial and ethnic backgrounds. Some of these approaches consist of confrontation, tough love and the nurturing of life design strategies. Attention is placed on income and support system characteristics.

Special emphasis is placed upon the identification of mentors, advocates and personnel. Also, focused upon is teen pregnancy and the education of teen mothers. The program also places special emphasis on cultural experiences. Students will be invited to attend special functions with a racial and ethnic orientation. These functions consist of field trips, lectures, receptions, poetry readings, music, dance, food, art exhibits and other relevant experiences. Because the involvement of parents is essential, participants are asked to invite parents, guardians and friends to these activities.

AN INSTITUTIONAL RESPONSE TO RACISM: A COMPREHENSIVE APPROACH

Mildred Garcia
Assistant Vice President
for Academic Affairs
Adjunct Professor
Management

Saundra
Assistant Professor
Psychology
Director, African-American Studies

Robert Stephens
Associate Professor
Music

Montclair State College

Like similar institutions around the Country, Montclair State College has begun to address the changing demographics of the ten year old cohort. In fact, the 79,376 graduates in the State of New Jersey in 1987, 22.6% were classified as minorities. Of that, 13.9% were Black and 6.1% were Hispanic. In all cases the graduation rate has increased .4% over 1985-86, (Vital Education Statistic Tab XII).

A similar trend is evident in the enrollment as college growing rate of these graduates where the percentages, according to the State Department of Education, have increased annually from 1978-80 to 1986-87.

What these data make clear is that New Jersey State Colleges in general and Montclair State College in particular are facing an increase in enrollment of Black and Hispanic students that will change dramatically the profile of the student who was once attracted to the College.

Unfortunately, concurrent with the increase of minority enrollment, there has been an increase of racism and hate group activity on college campuses. Action often precedes understanding. And as these changes occur, Montclair State College as an institution is being forced to reexamine certain assumptions that impact positively on the learning environment for minority students.

1. Acknowledge the cultural diversity that characterizes the nation and New Jersey.
2. Accent racism as an existent fact in the educational process.
3. Directly address problems that develop from racism, acts, and practices in all areas of the academy.

This paper will address these concerns from the point of view that much can get done internally. To that extent, we will present a comprehensive strategic design that is currently in place at Montclair State College. Our

presentation will include but not be limited to an examination of the following issues and areas.

1. Faculty attitudes
2. The quality of social life
3. The quality of academic life
4. The innovative strategies and support systems

During this presentation, the audience will be introduced to the multiple approaches that Montclair State College has instituted to foster an environment that will allow minority students to enroll in, stay in , and graduate from Montclair. As the presentation unfolds it will be clear that no single area can take full responsibility for this task, but that this is an institutional venture which begins with leadership from the Board of Trustees and the President and involves every aspect of the college community.

ASSISTING THE BLACK STUDENT-ATHLETE: INCOMING BLACK ATHLETES AT PENN STATE (IBAAPS)

Deryk Gilmore
President, IBAAPS

Richard Cooke
Vice President, IBAAPS

Penn State University

Incoming Black Athletes At Penn State (IBAAPS) is a program specifically developed to assist black student-athletes, mostly freshmen and transfer students. adjust to college and athletic life. Unlike other orientation programs for black students, IBAAPS focuses on the special demands placed on the black student athletes whose time commitments do not allow them to explore the different activities that the black community has to offer.

Negative connotations are often perceived about the black athletes by the black community because of the apparent lack of interest that they show toward black organizations and events. This program helps the athletes keep a perspective on information involving the black community and conversely helps the black community gain a better perspective on the athletes' point of view.

This presentation will provide information on the history of IBAAPS and how the program is used to benefit those affiliated with it. Since IBAAPS is still in its infancy, recommendations and suggestions will be entertained during a question and answer period at the end of the presentation.

B.E.S.T. PROJECT: TRANSFER PARTNERSHIP THAT WORKS

Robert G. Wright
Administrative Assistant to
Vice President Academic Affairs
Blinn College

There is a statewide, indeed a national, focus on the needs and concerns of minority student participation in higher education. Although many opportunities to excel have been afforded minorities, there is a decline in the number taking advantage of these opportunities. America must not allow these declines in minority participation in higher education to continue unchecked, lest we revert to a society of a highly educated upper-class and mostly white, and a non-white mostly undereducated working class. The social consciousness in America today demands that every effort be made to ensure that all ethnic groups share an equitable opportunity to be a highly productive segment of our society.

The Texas higher education system's programming does not reflect the current diversity in the state's population. This is particularly true of its minority population in terms of transfers and in the percentages of minority students who graduate from college with baccalaureate degrees. The time has come for the Texas higher education system to make an honest commitment to the unfinished business of actively promoting equal educational opportunities for black and Hispanic students. It is critical that no segment of our citizenry be considered nonessential, to be disposed of without concern. Instead, every citizen's needs and potential will have to be fulfilled if Texas is to compete, successfully, in an increasingly competitive world economic environment.

Before community colleges can more fully impact the under-representation of minorities in Texas higher education, it is imperative that they be fully informed on the key factors which offer the most hope to alleviate this problem. In May, 1987, Texas Commissioner of Higher Education, Kenneth H. Ashworth, asked the presidents of Blinn College, Sam Houston State, and Texas A&M to develop an idea that could serve as a model for creating better transfer opportunities for black and Hispanic students across the state.

B.E.S.T. is the Blinn College -Ethnic Transfer Project: Sam Houston and Texas A&M Universities. It is an outgrowth of the Texas Equal Education Opportunity Plan for Higher Education (expired 1988) and since

replaced by the Higher Education Opportunity Plan for a Multicultural Texas. The results of this project may help educational administrators to adopt priorities and the strategies used to pursue them, to improve the academic achievement of minorities in higher education.

B.E.S.T. is a three-year project that could demonstrate for other institutions of higher education across the state a perspective on promoting different approaches to transfer opportunities for minority students. With B.E.S.T., we are saying that colleges and universities can find talented minority students in the two-year institutions by identifying black and Hispanic students early enough in college to ensure better academic and financial planning for transfer to a university.

The commitment of the three institutions to this effort must include at least the following aspects:

1. Setting goals for the number of minority students to be targeted for transfer upon their matriculation at the two year college.
2. Maintaining a system of identifying, tracking, counseling, and referring organized between the three participating institutions.
3. Assigning (or reassignment) a significant administrative staff member to oversee minority transfer initiatives.
4. Establishing an evaluative process for the transfer project and making enhancements to increase its success rate.

B.E.S.T. students include all black and Hispanic students enrolled full-time at Blinn College. Students are expected to maintain an adequate GPA and be making progress toward completion of a degree. At Blinn College, a special effort is made to provide a highly supportive environment which includes: academic/ vocational/career counseling, a newsletter, an early warning system, student/parent/faculty interaction, visits to senior institutions, financial aid counseling, special recognitions, cultural opportunities, personalized counseling by senior school recruiters, and opportunities to interact with the local minority community.

The significance of providing equitable access to higher education for minorities in Texas continues to be especially important because they will comprise a numerical majority of the college-age cohorts just after the year 2000.

In order to enhance the prospects of minority student participation in postsecondary education, institutions of higher education must renew and expand their commitment of goals, energy, and resources to make this a reality. The B.E.S.T. project has the potential to make a significant difference in the percentage of black and Hispanic students who persist at two-year colleges and transfer to four-year institutions and graduate with

baccalaureate degrees.

The B.E.S.T. project was cited on page 21 of the February 2, 1989, issue of Black Issues in Higher Education. The article, written by Charles Dervarics, is entitled "Partnerships Vital to Success of Three States' Recruitment Programs".

"BLACK TO THE FUTURE"

Dr. Earl M. Washington
Assistant Dean
College of Arts & Sciences

Dr. Joseph Buckley
Chair
Dept. of Mathematics
& Statistics

Griselda Daniel
Assistant to the Dean
and Director of Minority
Recruitment, Graduate College

Presented by: Theresa A. Powell, Dean of Students

Western Michigan University

"Black to the Future" is a video and discussion program that is designed to inform faculty about black students' perceptions of life at a predominately white institution. The program is further intended to raise the consciousness of faculty about the special needs of black students and to provide faculty with suggestions for responding to those needs.

The program is designed and produced by a cadre of Western Michigan University faculty, staff, administrators and audiovisual specialists. Western Michigan is a Doctoral institution which enrolls roughly 25,000 students, about 25 percent at the graduate level. The University consists of six degree-granting Colleges, a College of General Studies, a Graduate College, an Honors College, and employs roughly 750 regular faculty members.

The video portion of the program features a group of black students (black students comprise about seven percent of the total enrollment), who represent various factions and constituencies, including Greek organizations, preprofessional societies and other co- and extra-curricular groups. The group of undergraduates includes freshmen to seniors and hails from cities throughout Michigan and Ohio. The students respond to various interview questions, including those about academic and social life, the presence or absence of role models, perceived stereotypes that others hold about them, and learned survival skills.

The complete program in addition to the video includes a carefully organized discussion process. After viewing the video, program participants are asked to form groups and engage in discussion of questions which were designed to explore the participant's perceptions of black students' experiences at this institution. Although no attempt is made to prescribe so-called "appropriate" faculty behavior, participants, through the sharing of what is experienced, are made more aware of their teaching impact on students. Participants are enlightened also

about the effects of the cultural diversity which is experienced by black students at a predominantly white university. As a result, participants may prescribe some techniques and methodology that helps to make the teaching and learning process more conducive to black student retention.

The actual program is designed to take approximately 90 minutes. However, for demonstration purposes, the process can be completed in roughly 30 minutes.

BOX MANAGEMENT A GUIDE TO SELF-GROWTH USING STAND BACK AWARENESS

Robert L. Benefield, Professor of Psychology
Louisiana State University-Shreveport

BOX MANAGEMENT was written to accompany Benefield's (1988) Consciousness: Boxes and Beyond and to benefit LSU-Shreveport students who utilize the University Counseling Center with interests in self-discovery and aspirations of changing specific behaviors in themselves. In a nutshell, BOX MANAGEMENT is designed to teach students how to apply STAND BACK AWARENESS and the fundamentals of behavior analysis to bring about change in their lives.

A summary of the concepts upon which the awareness exercises are based include:

(Excerpts from the manual)

STAND BACK AWARENESS

STAND BACK AWARENESS is observing your current behavior without getting emotionally upset about SEEING what you would like to change. STAND BACK AWARENESS occurs when you give yourself permission to describe yourself without putting yourself into a BOX (placing an emotion-ladden judgments upon yourself). STAND BACK AWARENESS is your ability to recall past behavior and report what you see in your mind's eye. STAND BACK AWARENESS may be facilitated by you describing exactly what BEHAVIORS, THOUGHTS, FEELINGS, OR BELIEFS that you see in yourself as you observe yourself on the television monitor in your head.

TARGET BEHAVIOR

A TARGET BEHAVIOR is a pattern of thoughts, feelings, actions, or beliefs you currently have in your life, that your would like to change. On the other hand, a TARGET BEHAVIOR may be something you can not now do but would like to learn to do. In all cases, your TARGET BEHAVIOR is whatever you would like to change about you during this project.

OPERATIONAL DEFINITION

An OPERATIONAL DEFINITION is obtained by taking a vague label, trait, or BOX you have observed about you (TARGET BEHAVIOR) and defining it specifically in terms of the BEHAVIORS, THOUGHTS, FEELINGS, and BELIEFS that are relevant to you. An OPERATIONAL DEFINITION facilitates your using STAND BACK AWARENESS with your TARGET BEHAVIOR. Simply observe your TARGET BEHAVIOR in your mind's eye TV monitor and describe what you SEE, HEAR, and FEEL.

COVERT SIMULATION

A COVERT SIMULATION is another application of STAND BACK AWARENESS. Specifically, COVERT SIMULATION is your use of your mind's eye TV monitor to see and recall examples of your BEHAVIORS, THOUGHTS, FEELINGS, and BELIEFS that have been previously OPERATIONALLY DEFINED.

DAILY BEHAVIOR DIARY

The DAILY BEHAVIOR DIARY will be your means of examining the occurrences of your TARGET BEHAVIOR on a daily basis. You will be shown how to maintain data on your specific TARGET BEHAVIOR. Your DAILY BEHAVIORAL DIARY will assist you in identifying the current situations involved with your TARGET BEHAVIOR. Your DBD also will help you focus on internal and external events which are sequentially related to your TARGET BEHAVIOR. Use of the DBD will further increase your ability to utilize STANDBACK AWARENESS regarding your TARGET BEHAVIOR.

INTERVENTION

An INTERVENTION is your individually designed technique(s) for changing your TARGET BEHAVIOR. Your INTERVENTION will involve a factor identified during BASELINE which has been indicated to be related to your TARGET BEHAVIOR. An INTERVENTION is successful when the factor that is changed produces a subsequent change in the TARGET BEHAVIOR.

Thus, the approach used in selecting an INTERVENTION is to use STAND BACK AWARENESS to examine the personal data base collected during BASELINE and select and change factor shown to occur with the TARGET BEHAVIOR, a reasonable INTERVENTION will involve changing that verbalization, setting, or feeling in an effort to produce a change in the TARGET BEHAVIOR. For example, you can choose to replace feelings/verbalizations with experiencing STAND BACK AWARENESS.

FUNCTIONAL RELATIONSHIP

A FUNCTIONAL RELATIONSHIP is said to occur between a factor identified during BASELINE and the TARGET BEHAVIOR, when a change in that factor results in a change in the TARGET BEHAVIOR. Although single-subject research designs are required for a scientific demonstration of a FUNCTIONAL RELATION-

SHIP, personal FUNCTIONAL RELATIONSHIPS can be demonstrated by a change in a factor you identify during BASELINE producing a change in your TARGET BEHAVIOR. For example, if changing a verbalization (identified during BASELINE) produces a change in your TARGET BEHAVIOR, a personal FUNCTIONAL RELATIONSHIP has been demonstrated for your TARGET BEHAVIOR.

BOX MANAGEMENT
A PERSONAL EXPERIMENT

Thus, a primary feature of the BOX MANAGEMENT approach to self-growth and discovery is to identify factors possibly FUNCTIONALLY RELATED to your TARGET BEHAVIOR through data collection (BASELINE). A second feature of this approach is to test the validity of the proposed FUNCTIONAL RELATIONSHIP via programming a change in the factor(s) related to the TARGET BEHAVIOR and using STAND BACK AWARENESS to observe whether a change actually occurs in the TARGET BEHAVIOR. Thus, every proposed INTERVENTION idea comes from analyzing the data collected. Likewise, every INTERVENTION idea is tested with data collection to see if it is working to produce a change in the TARGET BEHAVIOR.

Consequently, BOX MANAGEMENT projects are personal experiments. Data are used to determine what INTERVENTIONS are attempted and data are used to ascertain what INTERVENTIONS are successful in changing your TARGET BEHAVIOR. Using this quasi-experimental approach, you will experiment with factors possibly related to your TARGET BEHAVIOR until you find those factors which are successful in producing a change in your TARGET BEHAVIOR. Through the process of trial and error, your data collection will tell you what is working for you and what is not working for you.

The following steps should be utilized in each behavior change project you conduct:

1. Develop and use STAND BACK AWARENESS with regard to the behavior you wish to change.
2. Select a TARGET BEHAVIOR for use in your project.
3. Do an OPERATIONAL DEFINITION of your TARGET BEHAVIOR.
4. Conduct COVERT SIMULATIONS on your TARGET BEHAVIOR to further refine your OPERATIONAL DEFINITION.
5. Use your DAILY BEHAVIOR DIARY and WEEKLY DATA LOG to obtain BASELINE information regarding your TARGET BEHAVIOR.
6. Examine your DBD and WDL and conduct COVERT SIMULATIONS to determine possible INTERVENTION ideas.
7. Plot your BASELINE data and continue to plot your data during your INTERVENTION for decision-making purposes.
8. Begin your INTERVENTION and use your DBD and WDL data plots to ascertain if a personal FUNCTIONAL RELATIONSHIP exists between your INTERVENTION and TARGET BEHAVIOR.

9. Modify your INTERVENTION using the ideas gathered from your DBD, WDL, and COVERT SIMULATIONS.

10. Continue to use the PERSONAL EXPERIMENT approach (with data plots and INTERVENTION changes) until the desired change in your TARGET BEHAVIOR is obtained.

CELEBRATING DIVERSITY VS. EMBRACING PLURALITY

Wenona Price
AA Commissioner
For Santa Barbara
County
Resident Director
University Of California Santa Barbara

Debra Jones
Director of
Minority Affairs
Xavier University

Dr. Hymon Johnson
Director of Equal
Opportunity Program
Professor Of Education
University Of California Santa Barbara

Celebrating Diversity vs. Embracing Plurality; Which one are we striving for? We talk indepthly about making our campuses more diverse, however, the world has always been diverse and such is the case for the present and future of our campuses. Therefore is the challenge really in celebrating diversity or is it in discovering institutionally,individually what form plurality takes on our campuses and universities. In this session we will address the issue of Diversity and Plurality.

What are the definitions and which one is which? There will also be discussions on how to communicate the needs and have more attention directed to this issue. We will also discuss the assistance that the public Affirmative Action Council can off to our campuses.

Finally, there will be opportunity for individual questions and dialogue for practical application to each participants institution.

We will also present various models of addressing the leadership of your institution in reference to issues of Diversity/Plurality. (Presidents, Chancellors).

CHARACTERISTICS OF EFFECTIVE MINORITY STUDENT ACHIEVEMENT PROGRAMS

Julia E. Wells, Coordinator
Higher Education Program for Access and Equity
SC Commission on Higher Education

There is no single best strategy or program for improving minority student achievement in higher education. Rather, there are various strategies and programs that are effective when efforts are tailored to meet specific institutional requirements and are linked to the institution's mission and long range goals. In addition, minority student achievement programs should be carefully conceptualized and linked to other institutional efforts for improving institutional quality. The effectiveness indicators for minority student achievement programs should be the same as, or compatible with, other measures for assessing institutional quality.

To be effective, minority student achievement programs should have, at minimum, all of the characteristics listed below:

I. Characteristics of Effective Minority Student Achievement Programs

- ◆ Linked to goals that flow from the institution's mission
- ◆ Tailored to meet specific institutional requirements based on characteristics of the institution, especially the characteristics of its students and its faculty
- ◆ Carefully conceptualized (goals, objectives, implementation strategies, evaluation procedures, and criteria)
- ◆ Linked to efforts for improving institutional quality

It is assumed that adequate funding will be available. Supplementary funding may enable institutions to have greater effectiveness in improving minority student achievement. If a minority student achievement program does not have one or more of these characteristics, its effectiveness may be diminished.

Why These Characteristics Are Essential

1. Linkage to Institutional Mission and Goals. Minority student achievement programs, like all other educational

programs, should be developed and implemented within the context of an institutional environment where there are 1) long range institutional goals that flow from the institution's mission and 2) guidelines for assessing institutional quality. The focus of minority student achievement programs should be on improving the effectiveness of the institution in achieving its mission to provide effective educational services to minority students. When minority student achievement programs are linked to the institution's mission (to the institution's survival and to the institution's quest for excellence), then it becomes easier to build a lasting support base for these programs. It becomes easier to identify needs and develop programs for promoting improvements in minority student achievement in all units and departments of the institution. When programs flow from the institution's mission and institutional goals, they are not thought of as peripheral or fringe programs with low or no priority in departmental budgets. Instead, they will have their places on mainstream academic agendas of the institution. In other words, programs for improving the achievement of minority students should be integral and legitimate efforts to be more effective in fulfilling the institution's mission to provide a quality education for minority students. The linkage of minority student achievement programs to the institution's mission and goals is essential.

2. Programs That Meet Specific Institutional Requirements. The development and implementation of programs for improving minority student achievement should be preceded by analyses of relevant institutional data and information to determine where improvements are needed (student entry, student progression, and/or student exit). For example, enrollment trend data may be analyzed to determine if there is a trend of growth or decline in the number and proportions of minorities enrolled during the past five years. Graduation data, student progression data, and faculty data may be similarly analyzed. Plans for making improvements should be based on data projections that are a part of the institution's long range plan. Data analysis would yield information on 1) whether minority enrollments need to be increased, 2) whether minority enrollments in certain academic major areas should be increased, 3) whether there are disparities in minority and majority student progression rates, 4) whether there are disparities in job placement rates and transfer rates to baccalaureate degree programs for minority and majority students. Programs that meet the specific needs of minority students enrolled at an institution will be effective in meeting institutional needs, and will enable both the minority students and the institution to realize success in attaining their goals.

3) Programs with Carefully Conceptualized Goals, Objectives, Implementation Strategies, Evaluation Procedures, and Evaluation Criteria. Identifying appropriate interventions for improvements in minority student achievement is only the beginning of the process that is required for achieving successful outcomes. After conceptualizing what needs to be done, it is necessary to establish goals, objectives and specific implementation strategies for each minority student achievement program or activity. Performance criteria and evaluation procedures should be described also. Both on-going and end-of-program evaluation measures should be established. The results of evaluations should be used for strengthening and improving programs. When

supplemental funding is being requested to underwrite program costs, more detailed program descriptions should be developed to ensure that funds will not be denied because of inadequate or unclear program descriptions, evaluation strategies, etc. Well-intentioned, but conceptually flawed, programs should be discontinued or revised and replaced with programs that reflect research based ideas found in relevant professional literature on minority student retention in higher education.

4) Linkage to Institutional Quality Outcomes. Minority student achievement programs should focus on providing high quality educational experiences that will prepare minority students for success in careers and success in life. The quality assessment criteria for these programs should be the same as, or compatible with, other established measures for assessing institutional outcomes.

Many of the strategies and interventions adopted to improve the participation, academic achievement, and career success of minority students will be effective in achieving positive institutional outcomes with regard to non-minority students also. However, research indicates that there are certain non-fixed, controllable variables that often affect minority student achievement. To achieve positive outcomes, minority student achievement programs should address these factors.

Increasing minority achievement in higher education is not the same as increasing minority participation in higher education. It is more. Nor is it the same as merely desegregating higher education. To increase minority achievement in higher education, we must merge goals of quality and equality in ways that will have a positive impact on educational attainment for minorities. We must ensure that they, and all others enrolled at our colleges and universities, will have high quality educational experiences that lead to career and personal success, as well as societal improvements.

COLLABORATIVE EFFORT TO ADDRESS ISSUES IN TRANSCULTURAL NURSE RECRUITING

Dr. Diana Hankes
Professor of Nursing

Ms. Ivy Richards
Admission Counselor

Carroll/Columbia College of Nursing

This presentation will describe a collaborative effort by a small mid-western college and an Indian settlement to improve minority recruitment of nursing students.

Carroll/Columbia College of Nursing is a private college located in Waukesha and Milwaukee, WI. The students for the most part are insulated from cross-cultural experiences. Writers describe cross-cultural understanding as a starting point when problem solving in another culture is to be addressed. It is also well known that it is difficult to recruit Tohono O'odhan Indian students into nursing.

A public/private partnership was formed between Carroll/Columbia College of Nursing and the Indian Health Service (IHS) and during the month-long January, 1988 term, a course was offered which would allow students to explore the sociocultural aspects of the Tohono O'odhan Indians of South-western Arizona. Six senior primary students and one senior progression student were chosen to participate in this initial two credit course at Sells, Arizona, an Indian settlement about 60 miles west of Tucson.

The IHS viewed the course as a vehicle for a cultural exchange and potential recruitment of nurses into Indian Health. The college's purpose in offering the course was to provide participant/observer experience in a historic/cultural setting not available on campus.

Problems of recruiting Indians into nursing was the focus of the progression student's independent research. Personal interviews with leaders of the tribe and teachers in the high school produced evidence that while the financial resources and academic preparation for nursing education are available, Tohono O'odhan students do not pursue the opportunity to study nursing.

This practicum has had a positive effect on not only the Carroll/Columbia College of Nursing Program but the Service Unit as well. The faculty stated that the course had sparked a tremendous interest in cross-cultural

experience and the student's enthusiastic endorsement of their experience has generated a great deal of support.

It is hoped the ultimate outcome will be a better understanding of Indian culture and problems relating to recruitment of Indians into nursing.

COLLEGE ASSISTANCE MIGRANT PROGRAM ---

PERSONALIZED SUPPORT SERVICES DESIGNED TO ENHANCE MINORITY RETENTION AND GRADUATION RATES

Randy S. Safady
Director, College Assistance Migrant Program
St. Edward's University

St. Edward's University in Austin, Texas is presently one of only five universities in the nation to host a special program designed to provide postsecondary educational opportunities to the most underrepresented group of minorities in higher education, the children of Hispanic migrant farmworkers. Since the inception of the nation's first College Assistance Migrant Program (CAMP) at St. Edward's in 1972, over 1,700 economically disadvantaged minority students have benefited from a complete array of personalized academic, supportive, and financial services designed to facilitate the successful completion of their freshman year of college. As a result of the implementation of such services, over 90% of all CAMP students have completed their first year of college, 80% have completed their sophomore year, and a surprising 56% have graduated from college within four years of beginning their postsecondary studies.

In order to realize how impressive the completion rates of Hispanic migrant students are, one must first become familiar with the economic and educational backgrounds from which they come. Migrant students have the highest dropout rate (70%) of all subgroups currently enrolled in secondary schools. The average size of their families is eight members and the average annual income, $8,000. There is no tradition of higher education in their families; their parents have, on the average, completed three years of education, and few of their siblings complete high school. Migrant students grow up in impoverished areas and typically attend small rural schools eight months of the year. They often miss up to five months of school so they can travel with their families in search of farmwork.

Through a number of special components created by St. Edward's University and CAMP, migrant students are not only excelling in the classroom; they are filling most of the top student government and leadership positions available on campus. Upon graduation from college, they are becoming professionally employed as chemists, doctors, lawyers, educators, lobbyists, and accountants. Evaluation surveys consistently reveal that

former CAMP participants attribute their academic and personal success to the following special CAMP components designed specifically to meet their needs: academic advising, tutors, basic skills preparation, academic monitoring, career awareness, and residential summer orientation. As a result of the effectiveness of these components, the University has adopted several of them which have also proven to be quite successful in the retention of traditional University students. These components, if tailored to fit the needs of special populations at other universities, may prove to be a very cost-effective key element in retaining minority students and increasing their rate of college completion.

CREATING A CLIMATE FOR SUCCESS

Dr. Evelyn S. Mutchnick
Director of Graduate School
Academic and Administrative Services

Dr. James Anderson
Professor, Psychology Department

Indiana University of Pennsylvania

If one assumes that financial concerns represent an objective and measurable factor that influences the retention equation, then the other end of the continuum contains the more elusive subjective variables. When minority students do succeed in Graduate programs, they tend to attribute their success to the presence of support systems that provide a social-psychological "comfort zone." Although support systems may vary depending on institutional character, many share some of the same characteristics. How has this comfort zone been created for the Graduate Scholars at IUP? Two critical areas will be cited that reflect the interaction of various segments of the university community.

A Traditional Mechanism

At the undergraduate level it is quite common, in fact often necessary, for universities to have some type of entry-level program for minority students. Yet at the graduate level such is not usually the case. Perhaps the assumption is that graduate level students enter having already crossed some threshold of maturity. The Graduate Scholars Program assumes that maturity is not the critical issue. Rather, it is the feeling of familiarity and sense of belongingness that must appear as soon as possible in order to connect the student to the institution. When minority students first enter the program they interact with other minority graduate students, faculty, staff, and administrators, all of whom have an interest in the student's feeling comfortable and succeeding. Second- and third-year students are an integral part of the planning and implementation of the program. Faculty from various disciplines are responsible for facilitating the transition process into their respective departments. In many graduate programs this process tends to occur only during the initial entry process; however, it only works when there is continuity and systematic monitoring. That is one goal of the Graduate Scholars Program at IUP.

The literature indicates a number of factors that are related to the low retention rate for black and other minority

students attending predominantly white institutions. One of Suen's research findings suggests that the dropout behavior of white students differs from the behavior of black students. Specifically, the nonretention of white students is usually attributable to academically-related variables, but the nonretention of black students involves not only academic reasons but also a sense of "social estrangement." Pruitt and Isaac concur that, in order to enhance minority retention, improvements are needed in the collegial environment, financial aid opportunities, and undergraduate graduation rates from institutions where students are recruited.

A recent article by Smith, Simpson-Kirkland, Zimmern, Goldenstein, and Prichard identifies problems encountered by black students attending predominately white schools. These problems include an unwillingness on the part of the university personnel to acknowledge and accept differences between minority and majority student experiences; lack of an environment conducive to promoting dignity for black students; isolation; role conflict; and ineffective support services.

Cultural Integrity and Academic Excellence

Many professional minorities who have successfully negotiated the rigors of graduate programs repeat the same horror stories: they repeatedly had to prove themselves and their skills, and if their research ideas involved racial or cultural issues they were not regarded as valid and scholarly.

One of the more difficult dilemmas for minority graduate students concerns the ambivalence between maintaining one's cultural integrity and progressing academically within a program or department that does not acknowledge the unique perspective that culturally and racially different students can bring to that program. Many faculty members in such programs are unfamiliar with the theory and research that speaks to gender, race, and ethnicity; hence they either offer very little support or suggest that minority students alter their topics of consideration. Even in the classroom minority graduate students are not encouraged to challenge traditional theories and ideas from a nontraditional perspective. When they do, their ideas are held as invalid. For many minority students, a research approach that combines both qualitative and a quantitative methods would be more suited to their concerns than a purely quantitative one, yet they are expected to opt only for the latter.

Results

Since 1984 a total of 108 minority students have been enrolled at IUP through the Graduate Scholars Program. (It should be noted that this figure represents only those full-time graduate students who have been admitted to the Program and is not representative of the entire minority graduate student body.) Twenty-one of these students did not earn degrees at IUP, having been academically dismissed (6), transferred to another school (2), withdrawn (6), or become inactive without explanation (7). The remaining 87 students are identified in the following areas: graduated (39), currently enrolled (38), yet to complete their comprehensive examination

requirement (1), or thesis/dissertation requirement outstanding (7). These 87 graduated or currently active students reflect a retention rate of 80.5%, approximately 30% to 50% higher than the norm for other predominately white universities and higher, by 10.5%, than the retention rate at traditionally black institutions of higher education.

Indiana University of Pennsylvania is one institution of higher education where faculty and administrators are working together to make their efforts at retention as successful as those at recruiting. Perhaps the guiding philosophy of the Graduate Scholars Program can best be summarized by stating that when minority students enter they are made to feel wanted and that they deserve to be here, and it is our responsibility to facilitate the transition process. We must prove ourselves and our skills to them as much as they must to us.

CULTURAL PLURALISM: MAKING IT WORK

Mark G. Beals, Associate Dean
University of Nevada-Las Vegas

In his provocative piece of writing, "America in search of a new ideal: An essay on the rise of pluralism," William Greenbaum (1974) observed that Anglo-Protestant domination and the ideals upon which it was based have begun to decline in our country.

Fifteen years later, it is evident that his observations now are reality. At all levels, schools are acknowledging the presence of culturally different clientele; in Colleges of Education, there is a scurrying to design and implement projects intended to recruit and retain this culturally different student; "affirmative action" has become much more than a practice to which one "should" attend; no longer has a community but one Chamber of Commerce, traditionally tipped in favor of its Caucasian membership. Now one finds a Latino Chamber, a Black Chamber, an Hispanic Chamber — each articulating its own ideals within the reality of cultural pluralism.

In a 1977 piece of writing, James Banks took the position that "Concepts such as multicultural education, multi-ethnic education, ethnic education, ethnic studies, cultural pluralism, and ethnic pluralism are often used interchangeably or to convey different but highly ambiguous meanings."

Banks' position, then, establishes the foundation upon which this proposed presentation is constructed.

Included will be a consideration of (1) the historic underpinnings of cultural pluralism and its intrinsic potential for conflict; (2) two or three theories and criticisms of cultural pluralism; (3) the law and rights to a different way of life; and (4) how institutions, specifically schools, can cope with cultural pluralism.

At the beginning of the session, all participants will be asked to respond to an 18-item opinionaire intended to suggest their ideological preferences for a model of cultural pluralism. Should they request it, results would be made available within two weeks after conclusion of the conference.

Presentation will be by means of speaker-audience interaction and presentor prepared handouts will be available.

References

Banks, James. "Pluralism and educational concepts: A clarification." Peabody Journal of Education, January 1977, p. 73.

Greenbaum, William. "America in search of a new ideal: An essay on the rise of pluralism." Harvard Educational Review 44(1974), pp. 440-441.

DESIGN FOR DIVERSITY: THE UNIVERSITY OF WISCONSIN SYSTEM — ONE CAMPUS RESPONSE

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In April of 1988, President Kenneth A. Shaw announced his Design for Diversity plan for the University of Wisconsin System. The plan addresses the issues of access, retention, the multicultural environment, financial aid, cooperative efforts with other education systems and the private sector, and System organization. It is Shaw's intent, and that of the Board of Regents, that the plan be implemented at all 27 locations within the System.

Design for Diversity presents a series of goals and challenges for the UW System for 1988-93 including 50 percent increase in the number of new minority students and an increase of 75 percent in the number of under-represented new minority faculty and staff as compared to the preceding five years. A new need-based grant program is established for the academically disadvantaged. All UW System students will be required to study race and ethnicity. Considering the nature of the State of Wisconsin (a predominantly rural state) and the limited resources made available for the plan, Design for Diversity presents a major challenge for the UW campuses.

The University of Wisconsin-Whitewater, having the third largest minority enrollment in the System, has accepted the President's challenge to make its environment more diverse and multicultural. Chancellor Connor has established a task force to monitor progress toward System and campus goals. The Division of Student Affairs went a step further and developed its own plan which included the analyzing and impacting of change in the campus "comfort level" of minority students.

This paper/presentation will cover the main goals of Design for Diversity and the process used by one campus of the University of Wisconsin System in accepting the challenges included therein. What were the political as well as moral and practical considerations that had to be confronted? How did the forces of the faculty, staff,

and students, in a traditional collegial governance model, come together to affect change, positive change? The presenters will analyze the situation, the approaches used, and the outcomes of this delicate and dynamic process. Session attendees will be encouraged to inspect the process and offer reactions and similar plans that may exist on their campuses. The role of the Division of Student Affairs in developing a campus plan will be special focus of the session. Copies of all pertinent documents will be made available to conferees.

DEVELOPING A COMPREHENSIVE RETENTION PROGRAM FOR ETHNICALLY AND LINGUISTICALLY DIVERSE BACCALAUREATE STUDENTS IN A SCHOOL OF NURSING

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School of Nursing
City College of New York

Introduction and Background

In the past twenty years, schools of nursing in the United States have seen a decline in the numbers of students entering their Programs. Part of the reason for this decline may be attributed to the fact that, while nursing has traditionally been seen as a "women's profession", perceived by many as a route to upward social mobility, the career options available to academically high-achieving women high school graduates are now more varied.

In addition to the decline, the composition of the student population entering nursing is changing, with schools in some states experiencing an increase in the numbers of ethnic minority students. This change in the student body is reflective of changing demographics in the country. The Bureau of the Census has estimated that by 1990, more than 30% of the high school age population in the U.S. will be members of ethnic and linguistic minority groups.

As a consequence of these demographic and societal changes, those students still choosing nursing are often the first members of their families to pursue a degree, are increasingly members of ethnic minority groups, may be older women with families, are sometimes male, and are often not as academically well-prepared as they need to be in order to be successful at college.

At the same time as the numbers of high school graduates entering nursing has been declining, a central problem for health care facilities across the United States in recent years has been the increase in the numbers of acutely ill patients requiring care by highly skilled registered nurses rather than by aides or practical nurses. These two factors have combined to cause a nursing shortage which, in some areas, has reached epidemic proportions.

Retention Activities in Schools of Nursing

Many schools of nursing and allied health are actively seeking mechanisms to enhance the retention rates of entering students, since a part of the nursing shortage could be alleviated by increasing the proportion of entering students going on to graduation. Although a great deal of the attrition may be attributed to lack of adequate preparation on the high school level, some is also due to a lack of sensitivity on the part of faculty and administrators to the supports needed by these students.

There are no easy answers to the problem of increasing retention rates for non-traditional students, and the process of identifying, instituting and evaluating successful methods is lengthy, however the staff of the Office of Academic Advising at the School of Nursing at City College believe that we have made a start in identifying some solutions.

Profile of Students in the City College School of Nursing

The School of Nursing at City College in New York City is extremely ethnically and linguistically diverse. Ninety-five percent of the students are members of ethnic minority groups and represent at least 30 different countries ranging from Peru to Kampuchea, with the majority of the non-Americans being from countries in the Caribbean. For approximately 40 percent of the students, the primary language spoken is not English, but may be anything from Chinese to Zulu, although the major non-English languages are Haitian Creole and Spanish. The median age of the students is about 27 years, most work full or part-time and more than half have children.

A study reported at a previous conference (1988) found that English language competence was a major predictor of success on the national examination required of all graduates before they can be licensed. college grades in pre-nursing courses as well as the amount of remediation required by the student are additional predictors. Finally, number of years since high school graduation, location and type of high school education, parental, family and work status are other variables impacting academic progress.

Presentation

Because the staff of the office of Academic Advising of the School of Nursing are committed to improving the retention and success rate of the students we serve at City College, we have, in co-operation with School of Nursing faculty, staff and faculty in other departments in the college, implemented a variety of steps designed to identify at risk students early in their program in order to support and successfully retain them in the school.

Although the focus of the presentation will be on the specific methods used by one particular professional school, the strategies are applicable in other contexts and situations where a similar student body is enrolled.

The presentation will describe in detail some of the mechanisms that have been successful, as well as discussing some that were less successful. Audience participation and critique will be invited.

ENTREPRENEURIAL CURRICULUM PLANNING FOR MINORITY GRADUATE STUDENTS IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Joan C. Payne-Johnson, Ph.D.
Associate Professor

Michael R. Fain, M.S.
Doctoral Candidate

Howard University

There is increasing need to assist graduate students in development of private practices as career alternatives. Minority graduate students in particular, tend to locate in urban cities where there is already a glut on the traditional job market. Inasmuch as minority communities are being undeserved by the clinical services in these cities, minority graduates need additional expertise to establish and maintain private practices to: (1)provide livelihoods in professionally overcrowded areas and (2)provide clinical services to communicatively handicapped persons in minority communities who are not utilizing services through established clinical facilities.

It is realized, that there has been a recent increase of enrollment in business schools across the country. With this in mind, researchers of this study suggest that introducing entrepreneurial courses through the business school as a minor sequence, will prepare future speech pathologists/audiologists for marketing as a private practitioner, in addition to serving as a professional in other traditional areas.

In order to understand the courses which are best suited for our students, graduate students at the masters and doctoral level were surveyed in order to ascertain how they planned to use their degrees upon graduating and entering the work force. Graduated alumni, currently in private practice, were surveyed to determine what they felt they needed to be successful in private practice.

Results suggest, that there is a need for students at the masters level to obtain course work in the area of financial management and accounting for a small business. Doctoral students expressed the need to obtain knowledge in the following areas: (1) financial management and accounting for a small business, (2)health care administration and policy, (3)administrative theory and behavior, and (4) small business research and marketing. Information most needed by private practitioners included clinical and office computer applications, accounting and tax law, followed by research and development for a small business, health care policy and legislation, contract and budget negotiations, interpersonal communication skills and time management and

stress reduction.

Recommendations are made for specialized seminars in this and similar programs in the allied health professions.

FACULTY/PEER MENTOR RETENTION PROGRAM

David Leon, Assistant Vice President
Academic Affairs

Cecilia Gray, Associate Dean
School of Arts and Sciences

California State University-Sacramento

In the fall of 1988 California State University, Sacramento, established a pilot Faculty/Peer Mentor Program using designated funds from the California State Lottery. One hundred second year under represented minority students, Black and Hispanic, elected to participate in the program. Ten faculty members and ten upper division students from departments across the university formed ten faculty/peer mentor teams. Approximately ten students were assigned to each team based on their majors. The goal of the program was to enhance the retention and eventual graduation rates of these students by providing individual and group activities in an attempt to help the students develop an academic, social and cultural support system.

Faculty and peer mentors participated in regular training sessions during the fall 1988 semester. They were responsible for providing intensive advising, assessing academic performance, assisting students in developing study skills and managing their time, organizing study sessions, planning social and cultural group activities, and referring students to appropriate academic and personal support services on campus, e.g. tutoring, counseling, financial aid and child care. Students met on a regular basis with their faculty mentors and in small groups with faculty and peer mentors. Students kept journals where they addressed such issues as academic and personal goals for the year, long term career goals and objectives, personal support network, study habits, family, work, school and community commitments, and reactions to speakers, films and discussion topics from the group meetings. The journal entries formed the bases for some of the faculty and peer mentor interaction with students. Data on the program and the students were recorded using the software HyperCard on the Macintosh II computer.

To assess the effectiveness of this program in enhancing retention, the enrollment of students at California State University, Sacramento for the fall 1989 semester who selected to participate in the program were compared to the enrollment rate of students who did not select the program. The grade point averages of all students invited to participate, both prior to and during their second year at CSUS, were compared to assess academic success and progress toward degree objectives.

In addition to collecting data on student enrollment and academic performance, students provided information on their academic and career goals, personal support network, study skills, work, family, school and university commitments and use of university personal and academic support services. This information was used to evaluate the effectiveness of various program components in developing an academic, personal and cultural support system. Faculty and peer mentors were asked to assess the students academic success and to provide data on the students participation in various program components.

It is hypothesized that the retention rate of students who selected to participate in the program will be higher than that of students who selected not to participate. For students who selected the program, the extent of their participation in the various components maybe related to retention and academic success (GPA). Students personal support networks, effective study skills, ability to balance school, family, work and community commitments, and use of personal and academic support services when appropriate may also be related to retention and academic success. The data collected during the 1988-89 academic year will be presented in an effort to assess the effectiveness of this faculty/peer mentor program in enhancing student retention at C.S.U.S. The use of the MacIntosh Hypercard in collecting and summarizing student data will be demonstrated.

FOSTERING CROSS-CULTURAL INTERACTION: CREATING A COOPERATIVE ENVIRONMENT AMONG STUDENT GROUPS

Brian Corpening
Assistant Dean of Students
Hamilton College

One of the main factors that causes students of color to attrite from predominantly white campuses is the alienation and isolation the students encounter at those campuses. There is an implicit, and sometimes explicit expectation at predominantly white institutions, that all cross-cultural interaction must be initiated and sustained by students of color. These institutions create programs and structures to assist students of color acclimate themselves to what is an alien environment. However, what is lacking in these programs and structures is a mechanism that fosters and encourages cross-cultural interaction. Creating a mechanism that fosters interaction among the diverse student groups that attend colleges and universities is extremely important for the retention of all students, especially students of color.

An approach used by Hamilton College to foster cross-cultural interaction, is the creation of a Committee for Cooperative Programming. This committee, which consists entirely of students, was established to encourage certain student organizations to interact with each other. The membership of the committee consists of the presidents of the following organizations: Black and Latin Student Union, LaVanguardia, Asian Cultural Society, International Student Association, Woman's Center, Gay and Lesbian Alliance, Root-Jessup, and the Program Board. All the organizations with the exception of Root-Jessup, which is the student speaker bureau, and the Program Board-the student entertainment board-, are organizations that have been excluded from the mainstream of campus life. Root-Jessup and the Program Board were included on the committee because they are the student organizations with the two largest budgets. The Student Assembly provides funding for the committee to the amount of $12,000 during 1988-89.

The Committee on Cooperative Programming sponsors cultural type programs. The committee also provides funding for events sponsored by the member organizations, with the exception of Root-Jessup and the Program Board. This past year, the committee has sponsored or co-sponsored the following programs:

Cultural Weekend - A weekend of cultural programs, speakers, films and workshops. The weekend was highlighted by a Cultural Food Festival.

International Students Weekend - Co-sponsored with the International Students Association.

Asian Cultural Weekend - Co-sponsored with the Asian Cultural Society.

Black History Month - The Committee on Cooperative Programming was one of the primary sponsors of Black History Month. Because of their involvement on the committee, Root-Jessup and the Program Board sponsored programs during Black History Month for the first time.

The establishment of the Committee on Cooperative Programming has created an atmosphere of cooperation between student groups who had not previously interacted. Providing substantial funding to this committee has given it the means to plan and implement programs to raise the cultural awareness of the college.

FRESHMAN PACKAGE PROGRAM

Gabriella Wepner, Ph.D.
Assistant Vice President for Academic Affairs
Ramapo College of New Jersey

The purpose of the presentation is to disseminate information concerning the highly successful Freshman Package Program developed at Ramapo College of New Jersey, a four-year public liberal arts college.

The presentation will be approximately 50 minutes in length with 25 minutes left for discussion and questions and answers. Hand-outs containing the "packages" and representative questions from the New Jersey College Basic Skills Placement Test will be available.

The program is designed for first-time, full-time freshmen who have had no prior college experience. Through the analysis of student scores on the New Jersey College Basic Skills Placement Test, student skills in reading, writing, computation and elementary algebra are reviewed.

An academic program of study is then created for each student which is appropriate for their demonstrated skill levels and which concurrently satisfies various college general education requirements.

There are eight standard "packages" which include Freshman Seminar for all students and a choice of introductory courses for non-remedial students. Remedial students are "Packaged" into their appropriate reading, writing and/or mathematics along with Freshman Seminar.

By insuring that students are placed into courses appropriate to their basic skills levels, more students are academically successful in their first semester and more continue their studies at the college.

The Briar Cliff College Ethnic Relations Committee 1981-89

FROM STUDENT NEEDS TO PROGRAMS: HOW WE DEVELOPED AN EFFECTIVE MINORITY/MAJORITY AWARENESS PROGRAM

Lois Campolo
Director of Counseling

Lyle Franzen
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Sociology and Social Work

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Briar Cliff College

The Institutional Realities

These are four basic realities in existence at Briar Cliff College which present a dilemma for our minority and international students: a)the percentage of this student population in contrast to the white majority population is extremely low, b)there is no budget commitment nor staff responsible for addressing minority concerns, c)the morale of minority students has been extremely low and, d)there are no American minorities (black, Native American, or Hispanic) represented among the faculty

Currently, out of a student population of 1,200 (FTE) there are 34 minority/international students. This represents 2.8% of the total student population. Of this figure half (17) are American minorities and half (17) are international students.

The surrounding metropolitan community of Sioux City, Iowa (pop. 100,000) has roughly a 5-1/2% minority population. Consequently, the institution is "whiter" than the surrounding community, drawing its students primarily from the white Anglo-Saxon, European, and Scandinavian agrarian majority culture of the region.

In the early 1980s black American and international students who were predominantly recruited for the college's basketball team were angry about covert racism and cultural ignorance on campus and attempted to organize without success.

The following year (1981) two concerned faculty members and a college administrator voluntarily formed an ad hoc committee, the Ethnic Relations Committee (ERC), to meet the challenges faced by the minority students

at Briar Cliff.

The Objectives

This unfunded, ad hoc group set forth three primary objectives: a) to bridge the minority and majority college peoples, both culturally and educationally, b) to combine the American minority and international students because of the similar problems they faced and, c) to support these students by way of an informal network.

This "bridge, combine and support" system was to be accomplished on both a cultural and educational level. The general majority population insensitivity and lack of cross-cultural social experiences were the major obstacles. Racism at Briar Cliff tends to be more covert as opposed to blatant verbal and physical abuse. This, perhaps, can be expressed in an observation made by a student from Tokyo (1982) who said that white majority students talked about Asians in a derogatory manner in her presence as if she were invisible. This student stated she would never recommend Briar Cliff to anyone in Japan. At the onset of the Ethnic Relations Committee's inception, this negative attitude prevailed among our minority students.

Because Briar Cliff has so few minority students they sometimes feel lonely, isolated, and overwhelmed by the daily insensitivity of the majority population. Most majority students, faculty, administrators and staff, and "kind/nice" persons who are unaware of their own cultural and social blind spots.

International students come to Briar Cliff from their own "majority cultures" and, in most cases, experience racism for the first time in their lives on our campus and in Sioux City, Iowa. The combining of American minority and international students into one support group has had several positive consequences. They have found solace in each other's plight. The American minority students have grown in cultural understanding themselves from their closer contact with their international brothers and sisters, and, in turn, the international students learn about racism and coping skills for dealing with it from their American minority counterparts.

The Program

Over the years the committee's programming efforts have been a direct response to the needs expressed by our minority members. The Ethnic Relations Committee provides a support network by organizing a social function during each of the three terms per academic year, as well as weekly organizational meetings.

The Annual International Dinner, a fund-raiser that is now in its seventh year, is held in the Fall. The college cafeteria kitchens are literally turned over to the minority students who prepare authentic, home-cooked meals from seven different countries. This provides a sharing of a piece of their culture with the majority students and

the community at large.

Each year a week-long presentation on racism is conducted within the Liberal Arts curriculum, by the ERC. The so-called **LA lectures** are required of every traditional-age freshman student. The presentations include a panel composed of minority students who discuss their personal experiences with racism.

Two out-of-town **field trips** are conducted each year to a metropolitan city (Omaha, Minneapolis or Kansas City). These trips are of cultural and educational nature and provide the students with wonderful opportunities for camaraderie and sharing.

Four years ago, the college's Black American students noted there was nothing being done specifically on campus to positively recognize the Black experience. This concern spawned the ERC-sponsored **Martin Luther King, Jr. Celebration**. Now in its fourth year, the annual event brings a local predominantly black Baptist choir to the campus chapel for an evening of gospel music and remembering Dr. King's dream. This event was organized at Briar Cliff before Dr. King's birthday became an official holiday.

In the early 1980s, the Briar Cliff men's basketball team, composed of American Blacks, Central Americans and midwestern whites had difficulty working together. The coach was perplexed until the ERC began conducting **human relations/conflict resolution sessions** with the team. After three years these sessions were no longer necessary. If the need arises, the ERC is prepared to reestablish these consultations.

Continued racism directed at our minority team members by visiting team supporters and at away games resulted in the adoption of a college policy, sponsored by the ERC, providing for the eviction of anyone during a game who participated in racial slurs and statements.

For the past eight years, **ethnic socials** have been held each term for the minority students. The fall social is held early in the term in order to introduce the new American minority and international students to the rest of the support network. The winter social is held primarily to deal with the loneliness of holidays away from home and chase away the "mid-winter doldrums," something quite necessary during the long Iowa winters. The spring social is primarily an event to honor and to say "goodbye" and "Godspeed" to our graduating minority students.

Finally, the ERC-sponsored **special events** each year involve both the campus and off-campus communities. Among these events have been an evening lecture series on the History of Racism in Siouxland, the visit of black poet B.F. Maiz, a Winnie Mandela documentary film, an evening presentation by the Iowa Human Relations Commission and in-service workshops conducted by Clay Dix, Graduate School of Social Work, Arizona State University.

Over the last several years the Ethnic Relations Committee program at Briar Cliff College has instituted a dynamic program which plugs into the Sioux City community as well as the campus community. Coverage of its sponsored events by way of the local media, the campus media and the educational access cable t.v. channel keeps these issues and events in the public eye.

These activities have made connections with international student exchange programs at the area high schools and have initiated supportive participation and response from minority and majority students at other area colleges.

As a result of the committee's growing "bridge, combine, and support" system over the eight years of existence, our minority student's attitudes have turned around from negative to positive in terms of referring their friends to Briar Cliff College. So much so that last year three of our students were sent by the Admissions Office to their respective countries to actively recruit for Briar Cliff College.

A FOUR STEP MODEL FOR MENTOR SELECTION

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The enrollment of minority students in higher education has decreased rapidly in recent years. Minorities account for 21% of the total population but only 17% of the college population. What has contributed to this decline?

Generally, minority graduate students do not have difficulties in graduate school because of lack of maturity, lack of ability, or lack of motivation. In fact, most minority graduate students leave because somehow their expectations weren't met. Minority graduate students generally encounter difficulty because they do not receive proper direction and/or sound advice about how to proceed in the academic environment.

Graduate faculties hold the key to a minority graduate student's ability to explore, to learn, and to remain in the graduate school. The development of positive faculty-student liaisons within graduate academe can be facilitated through mentoring programs. Collegiate mentoring offers a viable, and positive, solution to the recruitment and retention problems of today's minority graduate students.

Graduate education is more than additional coursework—it is both content and process. The content part is usually very straightforward. But the process part of graduate education is concerned with the real rules for attaining success in graduate education.

The reason that process is so important in graduate education, particularly doctoral education, is because the students who master process are the ones who graduate and become colleagues of their former professors. So, process is the real challenge of graduate education.

Well, how does the minority graduate student learn about process in one's particular academic environment? Two general methods are available. The first method—trial and error—is not an effective method. The graduate student does whatever he or she thinks is appropriate, given a particular situation.

The second method involves finding a mentor or a good coach. Functionally speaking, a mentor is a person who has successfully completed the process that leads to the student's career objective and who wants the student to be successful too. Mentoring provides a much more sensible way to solve the process problems.

Selecting a mentor is the second most important decision of a minority graduate student's career, with choice of program being most important. And similar to the first decision, the second decision also involves two steps: the student selects a mentor, and the mentor selects the student. More specifically, this decision involves four steps: faculty assessment, fine tuning, making the match, and evaluation.

Success in graduate school comes from having mastered both content and process. While most minority students are fully aware of the demands of content mastery, few are aware of the role of the hidden agenda process inherent to success. No student successfully completes graduate school alone and a good coach is essential to a minority graduate student's successful graduation.

Selecting a mentor is a process in which the student first must be active, alert, and creative in the student's half of the selection process. Second, the student must also be available (in the department) so that potential mentors might get a chance to know the student.

Subsequently, an effective mentoring strategy would not only help alleviate current minority retention problems, not only add to the minority faculty presence; but also would examine ways in which the graduate environment could work more positively for both minority and other graduate students.

The most difficult task in finding a mentor is knowing how to look for one. This four step mentoring model is just the one to do it.

IMPROVING INSTRUCTION AND ACADEMIC SUCCESS FOR MINORITY STUDENTS

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Demographically the United States is quickly evolving into a complex multiracial, multicultural society with diverse historical and cultural backgrounds, social mores and value systems. In the past, a predominant social-cultural pattern based largely on Anglo-Saxon, European history, culture and values has existed. Immigrant, divergent or minority groups largely were merged into the social-cultural system or were left on the fringes of society. American colleges and universities mainly followed a European model and reflected the social cultural pattern of the predominant society. Minority students often simply did not "fit." As society is changing, so too must colleges and universities change. They must adjust to the newly emerging multiracial, multicultural social pattern.

As teachers and administrators within the American higher education system, we see a critical need for faculty, administrators, support staff, and students to understand cultural diversity as well as human similarity within an academic organization—especially in a classroom or other learning environment. It is extremely important to appreciate how people approach learning situations and problems in different ways. No way is superior to or better than another—each is just different! Such an appreciation will improve the learning process and academic success rates—especially for minority students. Moreover, such an appreciation is particularly critical at this period in history as a new wave of racial and cultural misunderstanding and lack of communication seems to be sweeping across numerous campuses. We propose to present an interactive workshop to inform and sensitize participants on how individuals approach learning situations and problems differently, to increase their acceptance of diversity, and to deepen their awareness of similarity regardless of race or culture.

Specifically, this session will present a practical and effective model for applying learning theory that can help make sense of learning differences, foster a collegial attitude among majority and minority students, and make students more active participants in the learning process. The value of life cycle and development theory in conjunction with Kolb learning theory will be discussed. Using this research base, instructors and others

concerned about the quality of instruction, retention and academic success can provide students with an opportunity to discover their learning styles and develop appropriate learning tasks and reward systems. Students can use this information to work with instructors to better organize course content and teaching methodology for more effective learning. As students become acquainted with learning and development theory, they exhibit more confidence and responsibility and they display an egalitarian behavior that transcends age, cultural background, and race. The presenters will illustrate this approach with their own experiences working with and teaching diverse groups of students.

Those interested in improving teaching methods, in improving retention, in more effective advising, or in helping students to understand themselves and others will find a range of useful strategies combining learning theory and teaching practices which can be applied in their own disciplinary and institutional settings to foster better learning and academic success.

IMPROVING INSTRUCTION AND STUDENT INTERACTION THROUGH THE EFFECTIVE USE OF SMALL GROUPS

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Students looking at each other's papers, giving answers to each other, making noise; or students helping each other, sharing materials, and discussing a task. What do we see when students are engaged in small group activities? Our culture tends to emphasize rugged individualism and individual achievement. And yet, the use of small group activities in classrooms is not unusual. Many teachers use such activities to break up the routines of traditional lectures or lectures with large group discussion. Small group activities provide the following advantages in the classroom: socialization and interaction among students, reinforcement of students' natural instinct to help each other, emphasis on student responsibility for learning, use of sources of information other than the teacher, increased use of higher level thinking skills, and better retention due to recitation. The success of small group activities in terms of either academic or social skill improvement, however, varies from class to class, teacher to teacher, and even from activity to activity. Can we expect small group activities to be a viable method in classroom instruction? Can small group activities be academically and socially rewarding?

Some social psychologists and educators have advocated the adoption of cooperative learning as a model of effective small group activity. Such an idea is not new. In a 1949 study conducted by Morton Deutsch, for example, a college freshmen class structured around competition was compared to a class better about the experience, generated more and better ideas in discussions, communicated with each other better, were more friendly, encouraged each other more, and were more orderly and attentive. The findings of the vast amount of research that has compared cooperative, competitive, and individualized learning situations show the following: (1) higher achievement results in cooperative learning situations, (2) cooperative learning tends to promote the use of higher reasoning strategies and greater critical thinking, (3) students in cooperative situations tend to like each other, their teachers, and the subject area more, and (4) cooperation seems to be positively related to several indices of psychological health.

There are no "teacher-proof" materials that need to be purchased in order to use cooperative learning, but materials and activities must be reorganized to insure the existence of the various characteristics of cooperative groups. Although cooperative learning is an instructional model and the teacher's role in organizing materials,

teaching the social skills, and interacting with groups when necessary is important, the teacher is not the focus. Instead, the students are held responsible for themselves and for each other. Students are seen as important contributors toward their own education and the education of others, not as "empty slates or vessels." Possibly the most important characteristic of cooperative learning is positive interdependence. Getting groups to recognize the necessity of working together as a group is essential for successful small group activities. Several techniques can be used to help insure positive interdependence and will be demonstrated in the proposed session.

Certainly it is clear that social skills are important if we are to interact with others in productive ways. Cooperative learning situations allow students to imitate, model, and integrate the important group dynamics skills. Students feel responsible for themselves and for each other, and they are taught the help students learn how to succeed in life "out in the real world." How can we expect our students to accomplish this objective if we continue to allow them only to work alone, either actively competing against each other or having no interaction with each other at all as they work individually? Studies indicate that employers are much more concerned these days about their employees' ability to work together than they are about the task-related skills their employees possess.

The social skills aspect of cooperative learning should not be overlooked as insignificant in terms of academic achievement. Studies indicate that improved social skills have a positive effect on achievement. According to Aronson, Bridgeman, and Geffner, the self-esteem of students is enhanced when cooperative learning activities are used, and improved self-esteem leads to higher achievement. Students involved in cooperative activities have also shown an increased ability to treat partners in an ego-enhancing manner, as compared to students in competitive situations. In addition, cooperative learning activities provide the opportunity for students to improve their role-taking ability. Being able to understand the perspective of another person leads to a broader view of the world and better comprehension.

IMPROVING RETENTION AND GRADUATION RATES OF MINORITY GRADUATE STUDENTS: COST EFFECTIVE STRATEGIES AND METHODS

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Assistant Professor

Leon Ginsberg, Ph.D.
Professor

The University of South Carolina

This presentation will identify and discuss several strategies and program initiatives graduate schools and academic institutions may employ to accomplish the following goals:

1. Increase the number of minority faculty in graduate and professional educational programs.
2. Increase the number of minority faculty members that remain at a given institution long enough to be considered for tenure and promotion.
3. Increase the diversity among minority faculty members in graduate and professional educational programs.
4. Increase the number of minority students that attend graduate schools and professional training programs.
5. Increase the number of minority students who graduate from graduate and professional training programs.
6. Increase the number of minority graduate students who actively pursue doctoral education and subsequent careers as scholars and teachers.

This presentation will be made by two individuals; a junior, Afro-American, faculty member with experience at several universities as a graduate student and faculty member, and a senior, white faculty member with over 25 years of higher education teaching and administrative experience.

The junior presenter will discuss the results of a survey of seven Afro-Americans who received their Ph.D.s in social work from the same institution over a period of seven years. This survey will be used as an empirical catalyst for identifying and discussing specific characteristics or qualities of a minority person's professional training experience.

Those aspects of the minority experience that appear to be helpful or harmful to the goal of completing graduate professional training programs will be emphasized in the discussion. Specific areas of concern to be discussed include, recruiting minority students, the ethnic make up of student and faculty recruitment teams, graduate advisement for minority students; and sources of academic, emotional, and social support for minority graduate students.

The senior faculty member will present information from the perspective of an administrator of higher education programs as well as from the perspective of an instructor of minority students.

Both presenters will offer suggestions on ways in which program administrators and faculty members can encourage the retention and satisfactory completion of graduate programs by minority students, with special emphasis on black students.

In addition to the discussion of ideas and specific suggestions for improving the retention and program completion of minority graduate students, the session will also provide role-playing and the opportunities to both illustrate some of the methods used in effective retention an program completion as well as to provide opportunities for participants to practice some of those methods through small group exercises.

The fundamental ideas to be presented are deliberately simple, low in cost, and based upon the experiences of the presenters, likely to be effective. It is the conviction of the presenters, based upon their experiences and upon their examination of the literature on this subject, that the effective retention and assistance in program completion of minority students are terribly complex. Although they acknowledge the value of special assistance programs, tutoring services, counseling, and the like, they are also persuaded that simple and direct measures often have equal or even greater impact.

IMPROVING THE PROSPECTS OF MINORITY STUDENT SUCCESS THROUGH SHARED GOVERNANCE

Audley Bridges
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Associate Vice President
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Henry Ross
Director of Institutional
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Rajade Berry,
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Kean College of New Jersey

Recent years have witnessed a growing and increasingly intense national dialogue about the prospects for strengthening a multi-cultural and multi-racial environment for undergraduate education, and many hopes have been raised that an evolving national agenda will succeed in effecting a renaissance in American institutions of higher learning. Clearly, opportunities do exist. We believe, however, that at least some of these aspirations may be disappointed unless greater attention is given to shared governance approaches and methods, especially as they relate to prospects for improving the recruitment and retention of minority students on campuses across the nation.

BENEFITS OF SHARED GOVERNANCE

In a recent work, Donald E. Walker identified the link between the moral dimension of shared governance in the academy and its practical results:

> [The] more the individual affected by a decision can be involved in that decision, the better it will "stick." Decisions reached at the lowest possible level acquire added validity because there is a moral rightness about them. The recognition of the moral quality of the decision-making process in a university makes understandable many phenomena of campus life that are (not) otherwise comprehensible....

THE SCOPE OF SHARED GOVERNANCE

Shared or participatory governance in the context of a college or university includes numerous constituencies:

faculty senate, union, student organizations, minority constituencies, department chairpersons, deans, program coordinators, and members of academic disciplines. The need for participation arises primarily when major policy must be made and it requires that those who are substantially affected by a decision (or those who must implement that decision) be consulted by the decision-makers. The process of participation thus entails consultation (including discussion and negotiation), the forging of consensus, the decision itself, and implementation.

GOALS OF SHARED GOVERNANCE

Participation in institutional governance is, in operational terms, thus a unifying concept which integrates process and achievement. Through the building of coalitions among affected constituencies, a base of institutional support for a comprehensive array of initiatives can be developed. At Kean College, for example, over the past three years a group of initiatives (known collectively as the Excellence and Equity Project), assisted through a special Challenge Grant program inaugurated by Governor Thomas Kean in 1985, has led to fundamental institutional change. These initiatives have included: the development of an innovative system of faculty developed outcomes assessments in academic programs, the introduction of a six-course interdisciplinary core in the general education program required for all undergraduate students, a freshman center and mandatory freshman seminar, learning assistance programs for underprepared students, and a comprehensive program for faculty and professional staff training and development.

OUTCOMES OF SHARED GOVERNANCE

Shared Governance improved the prospect of recruitment of Black and Hispanic students.

During the three year life of the Excellence and Equity Project, the College experienced considerable success in achieving its goal of attracting greater numbers of Black and Hispanic students. For the 1988 Fall semester, of the 1075 Freshman students enrolled, 410 were from minority backgrounds or approximately 38 percent of the full-time Freshman class. The distribution of minority students included 153 enrolled through Regular Admissions; 114 through Special Admissions; and 143 in the EEO program. This represented an overall increase of 125 minority Freshmen as compared with the Fall 1986. While considerable progress was made in recruitment of minority students, a more significant increase in the proportion of Black and Hispanic students enrolled through Regular Admission remains a primary goal for Kean College.

Seeing this as a significant concern, Kean College of New Jersey has tried to change its image by several positive initiatives:

a. Entering freshman Urban Scholars under full tuition waiver program for academically talented minority students from targeted urban secondary schools

b. Using the service of the Freshman Center for services such as advisement, registration, orientation, activities, workshops, tutoring, and referral interviews. These have resulted in 42,312 contacts with freshmen (individual contacts ranged from half an hour to an entire weekend). Enrollment in Freshman Seminar included 2617 students during the 1985-1988 period.

c. Initiating several important pilot projects by the Learning Assistance Program. During the summer of 1987, the college introduced a three-credit Learning to Learn model (currently in operation at Syracuse University) that is designed to enhance student academic success by modeling a variety of learning strategies that are used by successful students. The learning strategies represent applications of theory and research in learning and cognitive psychology. Two sections of the course were taught in the summer of 1987, three sections were taught in the fall semester, and five sections of the course were offered in the spring of 1988 (one was taught in Spanish). The course is required of all entering EEO students and EEO students who are put on academic probation. Beginning in the fall of 1988, enrollment in the course was made a condition for readmission for selected students who had been dismissed on academic grounds and has been offered to students who are admitted to the college under the special admission category.

d. The academic feedback system, SAFE (Student Academic Feedback/Evaluation), was pilot tested during the fall 1987 and spring 1988 semesters. During the fall semester, three forms of midterm feedback were tested: midterm grade only, descriptive evaluation only, and a combination of midterm grade and descriptive evaluation. These forms were distributed to all sections of Freshman Seminar and select freshman level courses. Control sections of freshman level courses were also identified; in these sections instructors did not distribute midterm information to students. An evaluation of the fall pilot test was conducted during the spring semester. This evaluation showed that students who received midterm information in graded courses were more likely to maintain or improve their class performance when compared with students who did not receive the midterm information. Students' reactions were extremely favorable: the majority of students indicated that midterm information was useful in improving their class performance and that the information was clear, accurate and timely.

As a result of these initiatives, more students are involved in College life and activities, the College has expanded its activities for improved multi-cultural understanding and interaction; and the frequency of contact between the academic and student services divisions of the College has enhanced student learning through leadership development and cultural arts programming.

INCREASING CULTURAL DIVERSITY IN A PREDOMINANTLY WHITE INSTITUTION: A GRASS ROOTS APPROACH

Vera Cornish
Assistant to the Director
Student Services

Patricia Hinchey
English Faculty

Penn State University
Wilkes-Barre Campus

Is there such a thing as a "nonsignificant minority figure" when examining the pool of potential applicants within a community? Should recruitment efforts focus on easily identifiable pools of minority students? Are recruiters overlooking significant pockets of minority applicants? Can tapping new pools of students aid in overall retention? When should faculty become involved? Which faculty? How?

A successful recruitment program at the predominantly white Penn State Wilkes-Barre campus suggests that common assumptions related to such basic questions may lead to a program which is simply not as comprehensive—and effective—as it might be. In fact, too many programs may be based on misleading statistics and may be bypassing important geographical areas.

Presenters will examine misleading assumptions and share additional perspectives which have led to immediate and impressive gains on their predominantly white campus, located in a predominantly white area. They will offer specifics on their strategies, which can help broaden any minority recruitment and retention program.

Specific components to be discussed include cooperative programming with area school districts, informal support groups, faculty involvement, and attention to cultural diversity in the classroom—all spawned from the bottom up (rather than the top down) within the system, all tied to informal and voluntary cooperation between student affairs personnel, faculty, and top administration.

INTEGRATING CONTENT AND SKILLS: AN EXPERIMENT IN TEAM TEACHING

Charles Hitchcock
Associate Professor
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Marie Crippen
Counselor
HEOP

Jane Strong
Remediation Specialist
HEOP

Long Island University-Southampton Campus

For fifteen years Southampton Campus of Long Island University has provided an opportunity for educationally disadvantaged students to attend college through the Higher Education Opportunity Program (HEOP), which is sponsored and funded by the New York State Department of Education. Each year twenty to twenty-five students enter the program; many are from minority groups residing in the New York metropolitan area. The students are required to attend a six week prefreshman summer program, designed to develop skills needed to succeed in college.

During the summer program the students take one credit bearing course, Sociology 100, in which skills and content are integrated. A faculty member from the Social Science Department teaches the course, and two counselors on staff with HEOP give the ancillary skills instruction. Principles of Sociology was introduced in 1975 as primarily a content course to teach the basic concepts of sociology. Over the years the skill building was gradually introduced into the course. The skills emphasized are note taking, writing one page essays to explain concepts, reading the textbook, taking multiple choice and essay examinations, doing library research, writing a research paper, and preparing and giving an oral report.

In the classroom an informal atmosphere is created by having the students sit in a circle. The instructor lectures for part of each class period, but an equal amount of time is spent in class discussion. A HEOP counselor attends the class with the students so that she can help them to take notes and prepare them for discussion. The instructor relates the concepts he is discussing to the students' own life experiences. Consequently, discussion gets very lively, at times. The topic for the research paper is "What Is Human?" Students compare some characteristic of animal behavior, such as raising the young, to a comparable characteristic of man. In their oral presentations the students tell what they learned from their research.
The sociology class meets four times a week for 6 1/2 hours a week for lecture and discussion and twice a week for 2 1/2 hours for instruction in methods of doing a library research paper. Students also attend a supervised study session from 6:30-8:30 four nights a week. HEOP counselors meet with one half of the group in the Study

Center and the other half in the library on alternate evenings so that each group has two sessions with both of the counselors.

The counselor in the Study Center gives instruction in note taking, techniques of reading to improve comprehension, and study techniques. The students are also introduced to word processing, use the three computers which are available in the Study Center for their papers, and get individual help with papers and preparation for examinations.

The lecture portion of the library research course is designed to instruct the student in the mechanics of writing the research paper for sociology. The process is divided into twelve steps spread over a six week time period. Each step has a corresponding assignment, directly associated with each student's individual paper, and a specific dead line for completion. During the evening study period in the library, students are personally assisted in finding the material and/or performing the procedures (writing an outline, works cited, note taking, etc.) necessary for the preparation of the research paper.

INVESTING IN INNOVATION: INCREASING FRESHMAN PERSISTENCE AND SUCCESS AT A HISTORICALLY BLACK UNIVERSITY

Dr. Fran Johnson, Director
Division of General Studies

Mrs. Voncile Gibson, Coordinator
Developmental Education and
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Alabama Agricultural and Mechanical University

Since 1980, increase in Hispanic and Asian enrollments have resulted in an overall increase in the minority enrollment in higher education. However, black undergraduate and graduate enrollment has declined significantly. More specifically, the enrollment trends for black students in the historically black colleges and universities indicate a disturbing loss.

An analysis by Noel and Levitz (1983) of data provided annually to American College Testing (ACT) Program by all American colleges and universities reported that the freshman-to-sophomore year attrition rate across all types of institutions was 32 percent; further investigation revealed a linear relationship between ability levels of entering students and attrition at the end of the freshman year. Institutions admitting freshmen with ACT composite scores of 26 or above an SAT total scores of 1100 or above retained 90 percent of their freshmen-to-sophomore (F-S) students. Whereas, only 59 percent of the F-S students remained at institutions that admitted freshmen whose average ACT scores were 15 or below and SAT scores were 700 or below.

Although an increasing number of students entering all institutions of higher education demonstrate a lack of competence in the core skill areas. This is particularly true for institutions with liberal admissions policies, such as Alabama A&M University (AAMU). As a result of such policies, these institutions receive a disproportionate percentage of students who are academically underprepared for college level studies. During the past five years, the average ACT composite score for freshmen entering AAMU has been below 15 and the freshman-to-sophomore attrition rate has been greater than 50 percent. Although this rate is disturbing, it is understandable when compared with national attrition data.

In recognition of the challenges of enrolling and retaining a significant number of students who are classified as academically "at-risk," AAMU implemented two innovations during the AY 1988-89 designed to increase the freshman-to-sophomore persistence rate.

The Freshman Advising Program was modified to provide more effective advising for all freshmen. With Title III support, an Academic Advising Center has been established, with computer equipment and full-time advisors, to approve all academic transactions for freshmen and monitor their academic progress. To insure frequent contact with advisees, advisors also serve as instructors for a mandatory, credit-bearing orientation course, ORI 101 Survival Skills for University Life, designed to facilitate the adjustment of freshmen to the collegiate environment. In addition to class activities, students enrolled in ORI 101 are required to have three individual sessions with their advisor/instructor. An intrusive advising approach is used for freshmen who receive a Mid-term Grade Report, indicating a less than "C" average, and attempts are made to intervene and offer suggestions on how students can improve their academic performance.

Institutional funds were used to implement a three-prong Freshman Tutorial Program. The first prong involves "high-risk" students enrolled in developmental courses who receive tutorial assistance through the Early Alert System. At six-week intervals, developmental faculty complete computerized academic progress cards for students who are performing below a "C" average and indicate the need for individual tutoring in specific content/concept/skill areas. The program coordinator contacts each student, arranges a schedule for tutoring sessions, and makes referrals to the counseling center when appropriate.

Supplemental Instruction (SI), the second prong, focuses on "high-risk" courses, designated as those courses wherein student D, F, and withdrawal rates exceed 30 percent of course registrants. Upperclassman who have completed successfully the courses designated as "high-risk" attend the course lectures, where they take notes and complete assigned readings, and conduct several fifty-minute SI sessions per week for small groups of students. The third prong provides traditional one-to-one peer tutoring to any freshman on a drop-in or teacher referral basis.

Data to substantiate the institutional impact of these two innovations on the F-S retention rate will be available in 1991. However, student evaluations, tutoring logs, and faculty comments, indicate that the Programs have been well received and it is expected that forthcoming evidence will demonstrate their positive contribution to freshmen persistence and success at this institution.

LINKING EARLY OUTREACH AND IMMEDIATE RECRUITMENT PROGRAMS SERVING THREE MINORITY GROUPS

James "Jaime" Alcaraz
Early Outreach Coordinator

Vadon "Mac" McIlwain
School Relations Coordinator

California State University-Stanislaus

The California State University, Stanislaus is the 15th campus in the 19-campus California State University (CSU) system. Authorized by the California Legislature in 1957 to serve the population of a 10,000 square mile six-county region in California's agricultural rich, Great Central Valley counties (Merced, Stanislaus, and San Joaquin) and central foothill counties (Calaveras, Mariposa, and Tuolumne).

The University is a recognized regional liberal arts university offering some 85 degree majors and concentrations in business, arts, letters, and science to 3,500 undergraduate and 1,500 graduate students.

As a state supported university the campus must comply with variety of mandates, orders and directives that define goals and objectives of the governor, state legislature, various commissions and councils, the state university system chancellor and campus administrators. In general, the California State University exists to provide an affordable undergraduate and graduate education through the Master's degree level to the top one-third of California's High school graduates, as well as to transfer students from the 106 community colleges in the state. The CSU has developed and implemented programs to ensure that students of the State of being served in an equitable manner. Early in the 1960's, Educational Opportunity Programs (EOP) were established to reach economically and educationally disadvantaged students who were not regularly admissible to the University, but had the potential and motivation to achieve academic success with the assistance of comprehensive support services. Other programs such as Talent Search and Upward Bound were also designed to assist underrepresented students gain access to higher education. In response to low enrollment rates for Hispanic and black students, categorical funds were allocated beginning in 1983 to CSU campuses to identify regularly eligible underrepresented students and to recruit them to the system campuses. These programs were titled College Outreach and Retention campuses were prohibited from using recruitment techniques. Students were served through a system of outreach services to area high schools and community colleges in order to provide general information about admission. Relations with Schools was the office charged with this general outreach responsibility.

In 1985 the California State University Chancellor's office reported that the state's minority population was expanding while the representation of these various groups on the CSU campuses were decreasing. This Educational Equity Report challenged the 19 campuses to develop a plan which would address student recruitment, hiring practices and other affirmative action issues. The report also suggested that campuses consolidate the outreach and recruitment components in an effort to better utilize resources and personnel.

CSU Stanislaus has developed a plan to establish and a maintain a campus environment that would lead to campus demographics which would be wholly representative of the region which we serve.

The purpose of this presentation is to address how one campus has developed a plan for improving the retention rates of high school students by providing early intervention activities in the junior high and high schools and links those efforts to an aggressive recruitment program designed to serve three underrepresented minority groups.

A review of student populations by ethnicity for each service area elementary, junior high, and high school as well as a review of the enrollment history by ethnicity for each service area high school was completed to give a basis for planning. It is important to recognize that 37% of the minority students who enter the 9th grade at a service area high school do not complete high school. An outreach plan was developed for the 114 senior elementary, junior high school, and high schools in the service area. Based upon the percentage of underrepresented students at each school a three-tier delivery system was devised offering a complete range of retention and information services to schools with the highest percentage of underrepresented students and less director services to schools with the least percent of the same students. Included among the services are parent participation activities, classroom presentations, visits and field trips to the University, leadership workshops and conferences for students, printed materials, video taped informational and motivational presentations. The service programs are designed to assist in the retention and advancement of underrepresented students by stressing the importance of staying in school and taking advantage of the activities available. These programs are augmented by additional activities such as Adopt-A-School whereby an academic department of the University adopts a school or class and prepares events, activities, and lessons involving faculty and student role models. Another program, Saturday Scholars, is an on campus program that instructs students in such areas as study skills, goal setting, and leadership.

In our effort to identify additional resources to serve specific subgroups, a grant proposal was prepared and a $27,000 award was received for a Chicana Mother/Daughter Team Project. This program seeks to increase the number of Hispanic women in higher education, to retain Hispanic women in intermediated and high school so that they graduate, to encourage the participation of Hispanic mothers in their daughter's education, and to provide these mothers with information about community resources, support services, and training in parenting

skills. A unique aspect of the program is team sponsorship by professional women community groups.

California lottery funds have been made available to 15 California State University (CSU) campuses to enable them to involve CSU students in mentoring high school students about CSU admission requirements and assisting high school students to qualify for CSU admission. The qualifying high schools must have at least 40% underrepresented minority enrollment. CSU Stanislaus will serve eight high schools this coming academic year.

Community agencies and churches have also joined in the effort. Hispanic Chambers of Commerce and social clubs, Southeast Asian Community Centers, Native American organizations, and black pastors and their churches are among those co-sponsoring programs with this CSU campus.

An early outreach and prospective student database was designed to track students through the years to ensure their on-going involvement in the service programs each year. A record of their participation is maintained and linked to the prospective student database file.

The recruitment plan was developed to serve students in the 11th and 12th grades and community colleges. Classroom presentations, career center visits, transfer center visits, campus tours, conferences and workshops are conducted to provide information about the importance of strong academic preparation and maps a strategy for the admission process to the campuses of the State University System. For those students who are in the "at risk" and underrepresented groups and who have been developed to provide one-on-one support services and assistance in completing the admission, financial aid, advising and registration processes at CSU Stanislaus. Additionally, staff are assigned to work with teachers, counselors, and career specialists at the area high schools to ensure their awareness and active participation in the recruitment effort.

The less exciting, but very important, organization of staff assignments, scheduling, and coordination have undergirded the aforementioned. Each activity is monitored and evaluated. Semi-annual reports are aimed at determining if our goals are still viable and if those are being reached at the projected rate. We can show progress in the direction of helping many attend the University and will continue to refine our efforts to reach an even greater number of students.

MINORITIES, EDUCATION, AND THE CHANGING WORKFORCE

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Evanglene Reels
Director-Evening Programs
Carteret Community College

Changing demographics in this country are creating a more diverse population which will have an impact on the character of education and work in the future. While the population is becoming older, it is also becoming more diverse. According to Hodgkinson (1985, p. 7) "...by around the year 2000, America will be a nation in which one of every THREE of us will be non-white." While there will be more pressure for education to be truly multicultural, the same can be said for the workplace. In fact, managing diversity in the workforce is becoming an imperative rather than an issue of social justice. "We must effectively manage employee diversity to remain competitive, both internationally as well as in the American marketplace (Jerich, 1989, p. 16)." According to Jones (1989, p. 13), more minorities, women, older workers, and others are in the pool of people from which an employer will need to hire; within these groups, more well-educated and well-qualified potential workers are needed. What is the status of this future workforce?

The high school graduating class of 2000 is with us already; its members entered kindergarten in September, 1987. This class will need a far better education simply to get a decent job. Traditionally, Black students have not had equal access to educational opportunities (Darling-Hammond, 1985). As well as access, appropriate role models will be critical to the development of these minority students; however, changes proposed by the teacher education reform movement may have a deleterious effect on an already shrinking number of minority teachers to serve as role models. Minorities are projected to account for only 5% of the teaching force by 1990 (Gordon, 1988); Black classroom teachers are becoming a scarce educational resource. In the 21st century, there may be a real battle for control over who educates minorities and over the nature of that education.

Future jobs will require not only a high school diploma, but advanced schooling or job-specific training (Cetron, 1988). Uninformed career choices, inadequate education, and discrimination have traditionally locked many Black workers into low-pay and low growth clerical, health-support, service, and manufacturing jobs. The solutions to this pitfall begin now by providing a strong educational base, and by preparing Black youth to make education and career choices based on labor market trends. There is concern that our youth are not getting the

education they need in elementary and secondary schools. According to the National Academy of Sciences, 3 out of four students are leaving school not ready for the basic problem solving demands of work or college (Baker, 1989). Minority students are more likely to be within this at-risk group. What are universities and colleges, which are predominately white, doing to recruit and retain minority youth and to provide them with an equal and appropriate education which will prepare them for the future?

According to Vasquez (1988), the minority students may perceive what is occurring in the classroom quite differently from the majority students since they come from different social classes and cultures. This is one of the major problems for Black students on predominately white campuses. Black students confront a system that is largely European in essence, organization, and meaning. The Germanic organizational system for categorizing and utilizing knowledge is not within the experience of most Black students; consequently, they tend to have little perception of the acceptable methods for processing information (Smith, Simpson-Kirkland, Zimmern, Goldestein, and Prichard, 1986). Also, their basic academic preparation coming into college may have ill prepared them, especially in math, science and English. These factors, plus the lack of Black faculty, academic support programs and social isolation, can have a negative impact on Black students' performance and self-concept.

Education and work are closely intertwined and changing demographics will have an effect on them both. In looking at the diverse workforce and the changing nature of work, we must be concerned with the equality of education which present workers have received and the education which the future workforce will receive. As minorities will make up a larger proportion of the workforce, it is critical that they receive an equitable and appropriate education.

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MINORITY OUTREACH: A MINORITY RECRUITMENT AND RETENTION PROGRAM DESIGNED TO GET RESULTS NOW

Dr. Patricia Rizzolo
Director of Student Development
and Retention Program

Dr. Moylan C. Mills
Director of Academic Affairs

Penn State University-Ogontz Campus

A burgeoning concern among colleges and universities throughout the United States is the need to increase the recruitment and the retention of minority students, especially those of African-American and Hispanic descent. Journals, digests, and newsletters devoted to matters academic have registered this need. Change magazine has dedicated two complete issues to exploring the status of minorities in higher education: the May/June 1987 issue focused on "Blacks in Higher Education—The Climb Toward Equality," while the May/June 1988 issue examined "Hispanics—Higher Education's Missing People." More recently, The Chronicle of Higher Education investigated the efforts of state governments to improve the retention of minority students through graduation in a featured article entitled "More Minority Programs Now Emphasizing Efforts to Keep Students Enrolled in College (April 12, 1989).

Four years ago, the Ogontz Campus of the Pennsylvania State University, located in metropolitan Philadelphia, designed and began to implement a minority recruitment and retention program. During those four years, minority enrollment increased by more than ten percent and minority attrition decreased by approximately fifteen percent.

The purpose of this presentation is to delineate (1) the components of the Ogontz Minority Recruitment and Retention Program, (2) the kind of commitment required of the faculty, administration, and student body to produce positive results in the program, and (3) the adaptability of the program to other scholastic settings.

The major components of the Ogontz Minority Recruitment and Retention Program are the following:

1. Periodic Bus Trip to the Campus— Tenth, eleventh, and twelfth grade minority students from Philadelphia and suburban high schools visit the Ogontz Campus and participate in a snapshot of college life orientation.
2. Minority Advanced Placement Program (MAPP)— Academically-talented, eleventh grade minority students,

selected for MAPP, earn free tuition for a three-credit college course, free textbooks and transportation, and a weekend trip to the University Park Campus, while participating in additional MAPP at Ogontz activities, ranging from an SAT prep course to financial-aid workshops to tennis lessons.

3. Summer Bridge at Ogontz— Selected minority freshmen who demonstrate the need and willingness to work on strengthening their academic skills essential to success in college during the summer preceding their freshman year earn free tuition for two three-credit courses in developmental work, free textbooks and transportation, individual tutoring, computer instruction, and counseling sessions dealing with important academic, financial, and career concerns of the first-year student.

4. English as a Second Language Project— Entering Ogontz freshmen who speak English as a second language and whose personal interviews and diagnostic writing samples indicate a need for specially designed composition and study skills courses will be offered the opportunity to take six credits of English composition and study skills specifically geared to ESL students and augmented by professional tutoring and mentoring.

5. Cultural Activities and Guest Speakers Demonstrating Diversity— Ogontz students, faculty, staff, and neighbors will be invited to attend multicultural performances in dance, music, and theatre, in addition to speaking presentations by achieving professionals, such as Ed Bradley, Geraldine Ferraro, and Arthur Ashe.

Though in its early stages, the Ogontz Recruitment and Retention Program has yielded promising results in terms of an increase in minority enrollment and a decrease in minority attrition. With ongoing evaluation of all components of the program and with the continued cooperation and support of all members of the Campus community, the Ogontz Recruitment and Retention Program should provide a quality college education to a regularly increasing number of minority students.

MINORITY STUDENT LEADERSHIP CONFERENCE

Meritt W. Stark Jr.
Assistant Professor

Kenneth Harris
Associate Professor

Henderson State University

With financial support from the Winthrop Rockefeller Foundation in Little Rock, Henderson State University in Arkadelphia, Arkansas, sponsored a Minority Student Leadership conference in April, 1989. Our presentation will examine how the conference was designed to identify and support minority leaders on campus and to improve the retention rate of minority freshmen.

The conference was based on a theme developed by Jacqualine Fleming of Barnard College (1988). Fleming believes that "Leadership is the shortest path to academic and intellectual development in college." Our primary objective was to provide twenty-five freshmen with leadership training. A secondary objective was to establish a network of professional mentors and role models for the participants that would continue after the two-day conference.

Our presentation will provide information on organizing and conducting leadership training programs and workshops for freshmen. We will discuss how we recruited staff and students; involved the University administration and student government association; encouraged the participation of community leaders; and planned a follow-up study.

Part of our presentation will involve showing a video tape of selected conference presentations and examining how we evaluated the success of the conference in obtaining its objectives.

We will give each participant at our presentation a copy of the summary report we prepared for the Winthrop Rockefeller Foundation.

MINORITY STUDENT PERFORMANCE IN THE TEXAS ACADEMIC SKILLS PROGRAM (TASP) TEST

Dr. Don T. Garnett, Coordinator
Texas Academic Skills Program

Dr. Len Ainsworth, Vice Provost

Texas Tech University

On March 4, nearly eight thousand college and high school students in Texas braved the cold to participate in the long awaited first administration of the Texas Academic Skills Program (TASP) assessment of basic skills for college.

TASP has been controversial since it was passed by the Texas Legislation in 1987. Education officials have predicted that half of all students will fail portions of the test. Projected failure rates were higher for minority students: reading - 72 percent of the blacks and 59 percent of the Hispanics; mathematics, 74 percent of the blacks and 63 percent of the Hispanics; and on the essay section, 59 percent of the blacks and 27 percent of the Hispanics.

On March 24, the Texas Higher Education Coordinating Board released the initial report on the March 4 exam. Surprisingly, 81 percent of all students passed all sections of the test: 87 percent Anglos; 59 percent blacks; and 69 percent Hispanics.

Although most of those who took the March 4 test were college students who had previously failed at least one portion of the Texas Pre-Professional Skills Test (PPST), the success rate of minorities (approximately twice that of PPST) is significant.

As a research project the presenters will track the success rates of minority students statewide and at Texas Tech University specifically through two additional administration of the TASP test — June 10, and July 29. The research will test the hypothesis that minority students perform better on a non-timed diagnostic test such as TASP than on a time-test such as SAT or ACT.

The research forms the basis for a longitudinal study of minority assessment, advisement, placement, remediation, and evaluation as required by the Texas Academic Skills Program.

MINORITY STUDENT RETENTION: DESIGN AND IMPLEMENTATION OF A COLLEGE PERSISTENCE MODEL

Dr. Margaret Lewis, Vice President
Student Development

Dr. Yvonne Abatso
Couselor/Director
Center for Returning Adults

Shirley Thompson
Instructor, Math/PE

Wright Lassiter, III
Counseling Associate

North Lake College

In 1988, North Lake College embarked on a mission of inquiry and discovery designed to answer the following question: How can we, as an institution of higher learning, better integrate existing programs and construct new programs that will enhance both our standards of instruction and our student's academic success?

We intend our plan, named simply Advantage, to emphasize th itive attitudes of the faculty and staff at NLC. These positive attitudes must be effectively communicated to our students. Research demonstrates that factors influencing student success include not only effective study skills and previous academic preparation, but also motivation, clarity of goals, self-confidence, good role models, and ongoing relationships with faculty and other appropriate mentors.

The encouragement of these ongoing relationships is the critical innovation of Advantage. Advantage is, through and through, a plan founded on the desire for and expectation of more meaningful and productive dialogue between college staff members and college students. Not simply a plan effecting change in a few areas of the college, Advantage, is an institution-wide effort that wants to challenge every member of the NLC community to get involved and to make a difference in the lives of our students. Though Advantage does include significant programs for documentation and accountability, its center is dialogue which motivates and challenges us.

Here are the major components of Advantage.

Definitions of student success and high-risk students. Both terms are crucial to the rationale for Advantage and the evaluation of it, so we must have a clear definition for each. **Student success** shall be defined in terms

of four criteria, the first two of which are measurable through information in the District's student data base: persistence (completion of at least 75 percent of courses attempted in a semester), goal development (including an educational plan), and goal attainment (completion of the educational plan). **High-risk students** shall be defined as students who exhibit two or more of the following eight characteristics: reading assessment test score of 20 or below; reading score of 31 or below and enrolled in six or more hours at the 100 or 200 level; enrolled in Developmental Math or having assessment scores indicating computational skills below college level; younger than age twenty or older than age forty; enrolled in a telecourse; enrolled in a self-paced course; dropped or failed more than 25 percent of hours attempted in the last twelve months; registered during late registration. Further research will allow us to refine these definitions.

Mandatory Orientation. In Fall '88, all first time college students who have been graduated from high school within two years and who enroll for five credit hours or more were required to register for a one credit hour orientation course. More than 600 students of which 1/3 were minority students were in this pilot group. In addition to this course, we designed an interactive video orientation which we will demonstrate.

Advising. Because research demonstrates that students are more likely to stay in college if they have ongoing contact with a member of the faculty or staff, all students exiting the orientation course will be assigned to a permanent advisor from the faculty or staff. Students in this program will be required to meet with their advisors at least once every semester.

Mentoring. Perhaps the best indication of NLC's commitment to Advantage and perhaps the most innovative feature of Advantage is the mentoring program. Beginning in Fall '88, faculty members, housed in the Student Reception Center, will be compensated to serve as mentors to a pilot group of 700 high-risk students drawn from the following (overlapping) groups: late registrants, students with low assessment scores, displaced homemakers and single parents, students on academic probation or suspension, students in self-paced classes, and students in telecourses. The mentors, who will have received in-depth training in advising and counseling, will meet with the students at least three times each semester for one year; the student then will be assigned to a permanent advisor.

Academic monitoring and early warning. Advantage establishes an academic alert system to monitor the progress of the 700 high-risk students in the pilot mentoring program. At the end of the fourth, eighth, and twelfth weeks, instructors will have the opportunity to notify staff in the Student Reception Center of any of the 700 students who are not attending regularly or progressing satisfactorily. Instructors can quickly complete the simple forms that they will receive; staff in the Student Reception Center will notify the students indicated and suggest appropriate intervention strategies.

Tracking systems. Three systems are being designed to track the progress of students: one is being developed by NLC, one by District, and one by the State of Texas.

Research and evaluation. Essential to Advantage are continuing research and evaluation. Each phase of implementation is to be viewed as a pilot, requiring systemic, periodic data collection and analysis.
Studies will be conducted to determine both the accuracy of the definition of high-risk students and the effectiveness of support services and intervention programs. The information from CASES will be used in an attempt to determine correlations between a student's characteristics and his or her need for intervention strategies. A better understanding of which students are most likely to be risk will enable Advantage to focus its efforts most effectively.

MINORITY STUDENT RETENTION: RECOGNIZING THE ROLE OF SUPPORT STAFF

Bonne Bejarno
Graduate Assistant

Lorinda Beekmann
Senior Secretary

Texas A&M University

As this nation moves into the 1990's, it faces a change in the student population at colleges and universities across the United States. The traditional white upper class male who ranges in age from 18 to 22 is no longer the norm (Chickering, 1984). Today and indeed, tomorrow's student, has a variety of different characteristics, and consequently, different needs (Dillard, 1988). As the demographics of this nation change, and ethnic minorities emerge as one third of the population, the importance of understanding their characteristics and ensuing needs will make itself felt (Hodgkinson, 1985). Even more important will be the approach that an institution takes to understand those needs and respond to them (Dillard, 1988).

Minority student retention is the key to a future of promise, hope, and success for our society. Colleges and universities have created specialized counseling groups, classes, and offices to retain their minority students. Advisors, counselors, and faculty are encouraged to attend retention-related conferences and often receive training in multiculturality and racial sensitivity. However, usually the ethnic minority student encounters the support staff team member long before any advisor or faculty member. Therefore, it seems logical to provide awareness and sensitivity training for those support staff members.

In an attempt to assess the level and quality of training programs for support staff, surveys will be distributed to the public and private colleges and universities throughout the United States. Current demographic data (including student, faculty, and staff population, and geographic region), the level of training provided to professionals and support staff members, and future plans for implementation of such programs will be assessed. For purposes of this study, "support staff" will be defined as secretaries, receptionists, staff assistants, clerks, and undergraduate student employees.

Results from the survey will be presented along with support for the need of training programs for all whom the ethnic minority student encounters. Lastly, a sample training program will be presented with sources for developing training programs which meet the unique needs of individual institutions. Topics discussed will include appropriate language and terminology; communicating effectively with the ethnic minority student;

establishing credibility through active participation in various activities which promote interaction with ethnic minorities; and cultural sensitivity and an awareness of diversity.

MINORITY STUDENTS' PERCEPTIONS OF HIGHER EDUCATION

Judy W. Kugelmass
Lecturer

Frederique Clermont
Student

Michelle Marshall
Student

Cornell University

If a conference hopes to provide, as stated in the call for proposals, "a national forum for the exchange of ideas and viewpoints on the many critical issues and challenges that affect these important populations," it is essential that such a conference includes the voices of those individuals most directly involved, i.e. minority students themselves. The absence of minority students among past presenters and those listed as individuals the conference hoped to involve could, I believe, limit the potential effectiveness of this conference. It is out of this concern that I was prompted to submit a proposal to present a panel which offered the work of minority undergraduate students on the perceptions of students towards higher education today. The panel presentation would also explore my experiences in working with minority students at Cornell University's College of Human Ecology, through the Field and International Study Program. The presentation would include involving the audience in discussing their assumptions about the concerns and perceptions of minority students.

My role in the presentation will be to present an overview of the College of Human Ecology; to describe the concerns of minority students with whom I have worked; and to facilitate audience involvement with the student presenters. Since coming to Cornell three years ago, my work has been primarily focused on the preparation of students for experiential learning through the field experiences offered in the Field and International Study Program. My academic background includes a doctorate in special education and a masters degree in counseling psychology. My work in higher education has been focused on developing strategies which empower students. The pre-field preparation course that I teach has been carefully designed to develop the knowledge, skills and attitudes that are essential for self-directed, experiential learning. The prior educational experiences of most undergraduates have not prepared them for this type of learning. Many of the minority students with whom I have worked bring a unique set of challenges to the process. I plan on discussing these challenges and the approaches I have used within the context of our program.

The first of the two student presenters is Frederique Clermont, a junior at the College of Human Ecology with a major in Human Development and Family Studies. Frederique will be spending the Fall semester in San

Francisco working as an intern through the Field and International Study Program at the San Francisco Commission for Human Rights. She has completed the pre-field preparation course and has been a teaching assistant in that class, this semester. Ms. Clermont was born in Zaire and raised as an infant by her grandparents in Haiti. However, she completed her primary and secondary education in New York City. She has been actively involved in minority student affairs while at Cornell. Her involvement includes work as a resident advisor, peer counselor and officer of the minority student association. A good deal of her academic interests have focused on minority issues. She will present the findings of an undergraduate research project that address the perceptions of minority students on higher education. The first part of the project involved interviews with minority undergraduate students at Cornell and was concerned with their attitudes towards higher education. The second part of the project, conducted in New York City, surveyed middle school children about their perceptions of college and college life.

The second presenter will be Michelle Marshall. Michelle is a senior who will be attending the University of California at Santa Cruz in September. She has received a fellowship for her doctoral studies in developmental psychology. Michelle has been the recipient of many awards for her academic work, including a Minority Summer Research Exchange Fellowship at Yale University. She too has been a teaching assistant in the pre-field preparation course. She participated in the Field and International Study Program last year through her internship at the Special Children's Center, an agency serving disabled preschool children in Ithaca. Michelle worked with the psychologist, assisting in the assessment of children and co-facilitating play therapy groups for children with severe emotional disorders. Her activities in minority affairs at Cornell have included work as an intern in the Office of Admissions, peer counseling, and the editing of the minority student publication, Bridges. Michelle will present a paper that addresses her experiences as a minority student from her days in Head Start, through the New York City public school system, and while at Cornell. These experiences will be explored through a comparative analysis of theoretical perspectives offered by educational reformers.

At the beginning of the presentation, I will ask members of the audience to write down, anonymously, on three by five index cards, their beliefs and/or assumptions about minority student perceptions of higher education. These will be collected and used as the vehicle for discussion at the completion of the student presentations. Students will comment on the ways in which the audience's responses relate to, or are invalidated by, their own experiences and research. A bibliography related to the issues discussed in our presentation will be distributed.

MINORITY SUMMER BRIDGE PROGRAM FOR THE ARCHITECTURE PROFESSION

Vincent Paglione
Assistant Dean
College of Architecture,
Art, and Urban Planning Arts and Sciences

June Ferguson
Assistant to the Dean
College of Liberal

The University of Illinois at Chicago

During the summer of 1988, the College of Architecture, Art, and Urban Planning initiated an interdisciplinary minority summer bridge program in architecture for Black and Hispanic high seniors admitted into the professional Bachelor of Architecture program at the University of Illinois at Chicago. The program was structured to assist Black and Hispanic students in making the transition from high school to college studies and life style. It was felt this program was necessary because of the high attrition rate of Black and Hispanic students in the Bachelor of Architecture program.

The program was planned for an eight week period to coincide with the university's summer session. In 1987 the college conducted a survey of minority summer program at twenty-five major universities around the country to determine the feasibility of a program at UIC. The results of this survey showed a variety of summer programs for minority students but few in the profession of architecture. The college had experienced an exceptionally high attrition rate for Black and Hispanic students who met or surpassed admissions criteria for entrance into the architecture program. The attrition rate for the Fall 1986 minority freshman cohort was 75% after one year in the program.

The concern for increasing the retention rate initiated much discussion in the college with the result of a recruitment and retention plan for improving this high attrition rate. The college formulated a proposal to the Vice Chancellor of Academic Affairs for seed money for a summer initiative for the retention of Black and Hispanic students. The college received funding for one faculty member and teaching assistant in architecture for the summer of 1988.

Additionally, the college felt that an interdisciplinary program would be necessary to mirror the academic environment students would face upon matriculation in the fall term. The college sought to extend the summer

program with other academic units at UIC to include English composition, humanities and mathematics for the development of skills necessary for success in the first year at UIC.

The college formed a joint program with the Academic Support program, the English composition department, and the mathematics department in the hope of structuring a comprehensive program for the preparation of skills necessary for success in the architecture program. Additionally, it was felt that the pooling of resources would cut the costs of such a program. A joint committee of representatives was formed from various units on campus for their expertise and advisement.

The interdisciplinary nature of the program allowed offerings in English Composition I, College Algebra, Introduction to Architecture Lecture/Field Trips, and a Freshman Orientation course. In addition, internships with Chicago area architectural firms were offered to interested students. The first year of the program produced eleven internships in nine architectural firms. The internships were for four hours per day on Mondays, Wednesdays and Fridays.

There was a total of 45 students in the summer bridge program for 1988. Students were recruited from the current admitted pool and Project Upward Bound. Of the 45 summer bridge students, 42 remain at UIC by the end of the Winter Quarter, 1989. The college plans on extending the bridge pool to 100 students for the 1989 summer program. The 1989 program will include the Academic Support Program, College of Business Administration, College of Liberal Arts and Sciences, and the Early Outreach program at UIC. The recruitment pool will incorporate admitted students to UIC, Academic Support program, students in the Early Outreach program, and the Presidential Awards program.

MINORITY TEACHER SHORTAGE: A SUMMER PROGRAM TO COUNTER THE LACK OF ACTIVITY

Thomas J. Matczynski, Professor of Education
The University of Dayton

It is clear from the recent literature on minority teacher recruitment (Bell & Morsink, 1986; Cheatham, 1982; Graham, 1987; Hilliard, 1984; Matczynski & Shugarman, 1989; Reed, 1986; & West, 1981) that the profession is facing a serious challenge. The problem of a minority teacher shortage is centered in the large urban areas which employ substantial numbers of teachers. Demographic projections indicate that by the year 2000, 33% of the students attending schools will be from various minority groups (McNett, 1984; & Baratz, 1986). In fact, presently 23 of the nation's 25 largest school districts are dominated by minority students, with the preponderance being 75% black (Hilliard, 1984).

These data pose a significant challenge to those institutions who prepare teachers for our nation's schools. The problem we face is: as minority enrollment in the schools continues to rise, the number of minority teachers is decreasing. It is projected that by the year 2000 the percentage of minorities in the teaching force will be approximately 3% from a high of 12% (Black Issues in Higher Education, 1985). This projection may very well become reality if there is no significant change in teacher preparation as it relates to minority students desiring to become teachers.

The purposes of this presentation are to describe possible reasons for the decline in minority teachers, how a private, urban university is stimulating black high school students to consider teaching as a career, and to describe the Urban Summer Education Program. This program consists of a two-week summer program of academic, social, and athletic activities while the student lives on campus.

The development of the program was accomplished through the help of a School of Education Minority Recruitment Task Force comprised of 15 minority teachers, counselors, and administrators from local high school districts. The task force initially spent its time developing a rationale for the need to recruit minorities for the teaching profession. What followed were various ideas concerning how to accomplish this task which were accepted or rejected based upon feasibility criteria. One of these is the Urban Summer Education Program which has completed its second year.

The program consists of a two-week summer experience for forty black high school students who express an interest in teaching. It is free of charge to each participant with a total cost of $40,000.00 which is financed by the School of Education. Goals for the program include:

1. To orient each participant to the university—its academic programs, faculty, facilities, and resources.

2. To orient each participant to the teaching profession— teacher roles and responsibilities, career opportunities, preparations for teaching, etc.

3. To provide academic, social, and athletic programming.

4. To provide a mentor-mentee relationship.

5. To provide a positive, caring, and helpful environment.

6. To adjust to living away from home, providing opportunities to manage time, and to make alternative choices.

7. To meet and communicate with various university faculty and administrators.

8. To increase self-esteem/self-concept.

9. To experience the total gamut of university life—classes, dormitory living, meals, social, and athletic activities.

During the two-week experience, all participants live, study, and involve themselves on campus through various academic, social, and athletic activities planned for them. There are daily courses scheduled for participants such as: reading and study skills, creative writing and black literature, microcomputers, mathematics, problem-solving skills, science experimentation, black history, orientation to teaching, and help in taking tests such as the SAT.

Throughout the two-week session, participants interact with university faculty members and administrators. Additionally, the program director and assistant directors live in the dormitory with the participants during the two weeks. To insure intensive interaction opportunities, participants are required to reside in dormitories as a requirement for program participation.

Discussion of the program courses and activities, admissions criteria, and program communication/advertisement will occur during this presentation. Opportunity to interact, critique the program, and pose alternative ideas will be provided.

Funding for this program from a private foundation is forthcoming to increase participation form 40 to 80 in the first year, and from 80 to 120 for the second year of funding. At any rate, continuing support for the program has been offered both externally from the local schools and internally by university administrators. The Urban Summer Education Program is well on its way to being a permanent fixture of the university in its desire to recruit future minority teachers for society.

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OPERATIONAL PLANNING AND OUTCOMES ASSESSMENT IN RECRUITING STUDENTS OF COLOR

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Assistant Director of Admissions
Kansas State University

This presentation operationalizes enrollment management and marketing theory for entry level as well as experienced recruiters, administrators, and faculty. Strategies taken from qualitative and quantitative research findings and lessons taken from active recruitment programs are considered.
Objectives of this presentation will be to:

1) Define minority students according to the demands of the institution.
2) Develop recruitment goals and objectives.
3) Illustrate preliminary concepts of institutional marketing and how they apply to recruitment.
4) Review and understand the components of an operational recruitment plan.

The emphasis is on integrating theory and practice in operational planning and service delivery.

Operational planning is prescriptive, action- and detail oriented. The operational plan is the recruiter's response to the strategic plan: "What do I have to do to make the things happen that I think should happen?" Outcomes assessment implements and monitors the results of strategic and operational planning. Inclusive to this presentation is the application of the five Ps of institutional marketing and how they work: 1) product; 2) price; 3) place; 4) promotion; and 5) publics. To achieve the objectives of this presentation, attention will be given to working examples of marketing concepts: segmentation, targeting, positioning, and research. Specific strategies for recruiters to "share the opportunities to promote cultural diversity and participation at the institutions' will be discussed. For example:
THINGS WE CAN DO:

A. Action and Service Orientation
B. Promoting Excellence in Programming
C. Efficiency, Effectiveness, and Innovation in Recruiting Students of Color

In short, this session is designed to stimulate thoughtful action, and to help recruiters understand that they can develop resources for innovation.

OPTIONS FOR SUCCESS—A DEMONSTRATION PROGRAM FOR YOUNG BLACK MALES

Charles H. Frierson
General Supervisor, Tool and Die
Department and Cutter/Grinder
Department; Crescent/Xcelite of Sumter

Lawrence L. Rouse
Co-op/Placement Coordinator
Sumter Area Tech

Sumter Area Technical College, which serves residents of Clarendon, Kershaw, Lee and Sumter Counties in central South Carolina, has developed a program to explore access and equity of black students.

The demonstration effort was conducted during the period May 17-31, 1989, and was funded through a grant from the Governing Board of the Center for the Study of the Black Experience in Higher Education at Clemson University.

Sumter Area Tech has experienced a decline in black enrollment in the past five [5] years. In particular, the most serious decline has been in the enrollment of black males. With the population base in our service region expanding, and with increasing minority growth, the College seeks to address the reasons why blacks, and particularly black males, are not enrolling in greater numbers at Sumter Area Tech.

OPTIONS FOR SUCCESS has focused on presentations at the Salvation Army Boy's and Girl's Club as well as small group presentations to 8th-12th grade students in our regional public schools.

Project leaders were Mr. Charles H. Frierson, graduate of Sumter Area Technical College and General Supervisor of the Tool and Die Department and the Cutter/Grinder Department at Crescent/Xcelite of Sumter; and Mr. Lawrence L. Rouse, Cooperative Education and Placement Coordinator at Sumter Area Tech. Crescent/ Xcelite of Sumter has participated as the College's partner in this offering and has provided Mr. Frierson with release time.

Both Charles Frierson and Lawrence Rouse are well qualified to serve as role models for this program. The classroom presentations have addressed access and equity, career choices, and employability options and considerations. The presentations have reached over 300 black male students with a survey conducted to

determine future plans and educational concerns.

Information yielded by the survey will be shared during the presentation. In addition, Mr. Frierson and Mr. Rouse will offer comments regarding the project as well as suggestions for implementing future studies of this nature. Packets containing project materials will be distributed.

PROACTIVE AND REACTIVE STRATEGIES FOR CAMPUS ETHNOVIOLENCE

Frank L. Rincon, Dean of Student Life
Sam Houston State University

Brief Case Study Review

A brief case study of two racial incidents at a private university in northern New Jersey will be presented.

Audience Involvement and Interaction

Participants will be strongly encouraged to become involved in examining the topic. They will be asked to contribute information to this analysis based on their experiences and knowledge. A more extensive outline of the presentation will be distributed to each participant.

Proactive Preventative Strategies

A proactive preventative philosophy is the best policy to develop.

1.0 Conduct a formal or informal survey of the interracial relations climate of your institution.

- 1.1 Meet with student constituencies on campus.
- 1.2 Consider the students' total experiential environment.
- 1.3 The U.S. Department of Justice offers an assessment service.

2.0 Develop a racial awareness commitment for the institution.

- 2.1 Infuse sensitivity sessions into the orientation program.
- 2.2 Infuse minority contributions into the core curriculum.
- 2.3 Infuse minority contributions into the major curriculum.
- 2.4 Institute a required course on ethnic sensitivity.
- 2.5 Include ethnic sensitivity material in the University 101 course.
- 2.6 Include material in the student leadership training programs.
- 2.7 Prepare campus video tapes on ethnic sensitivity.

3.0 Monitor all residence life and general campus incident and criminal reports.

3.1 Monitor carefully, "minor" incidents can escalate dramatically.
3.2 Meet with parties involved immediately.
3.3 Process through disciplinary process immediately when appropriate.
3.4 Maintain monthly and annual statistical profiles of incidents.

4.0 Implement staff development programs for all university personnel, especially in departments that need special attention.

5.0 Celebrate the richness of student diversity through intercultural Student Activities programming.

6.0 Ensure that departments and student programming organizations that have programming responsibilities plan a diverse variety of programs.

7.0 Examine and improve the institution's affirmative action commitment if necessary.

8.0 Ensure affirmative action in student employment staffing in departments.

9.0 Create a Standing Committee on Minority Affairs in the Faculty Senate where issues can be discussed and recommendations developed.

10.0 Develop a brochure to distribute to students that will urge them to report racism to a designated office.

11.0 Institute a racism telephone Hot Line where students and others can call in and report incidents.

12.0 Create a Preparedness Committee to develop a plan on how the institution will react to a major interracial disturbance.

13.0 Send for special task force studies that have been prepared by institutions that have experienced interracial problems.

14.0 Make an institutional commitment to improve racial equity on campus.

15.0 Implement a racial harassment policy statement.

Reactive Strategies After An Interracial Disturbance Has Occurred

1.0 Examine the above measure and implement appropriate approaches not already in place.
2.0 Hold an open forum as soon as possible and invite involved groups, general campus community and the general public.

2.1 Problems will be aired, information will be clarified, and recommendations will surface.

2.2 Use the forum to effectively communicate the recent and current institutional approaches which have been taken to address interracial issues.

2.3 Communicate the future approaches which the institution will take to address interracial issues. Ask the media's cooperation in emphasizing positive measures since they "print what sells newspapers."

2.4 Use the forum to ask students what they are doing to address these issues. Ask them to share the responsibility in finding solutions.

3.0 Meet immediately with the individual or groups that were involved in an incident.

3.1 Impose temporary suspensions from residence halls or campus to defuse a very volatile situation.

3.2 Involve other departments/individuals who have good rapport with those involved.

3.3 Send a clear message on expectations by the institutions.

4.0 Develop a coordinated approach for working with the media, especially if you are in a media intensive environment.

5.0 Take appropriate measures to diffuse tension by declaring a ban on parties or services (e.g., pub) which include alcohol.

6.0 Direct all appropriate campus staff, especially residence assistants, to be very aware of identifying ongoing tensions and report them immediately.

7.0 Implement staff development programs if not already in place.

8.0 The President of the institution should create a blue-ribbon task force to examine the causes of problems and recommend solutions.

9.0 Determine if there are individuals from off-campus who are involved in these problems. Work with the

appropriate municipal offices to address this.

10.0 Examine student activities programming to see if the institution has any deficiencies in addressing minority student needs. Address these needs. Create a special fund to ensure appropriate programming.

RACISM - PREJUDICE AND STEREOTYPING (IDENTIFICATION, MEASUREMENT, SENSITIZATION, AND COMBATING STRATEGIES) A SOCIAL PSYCHOLOGICAL, SENSITIVITY THEORY OF BLACKNESS

Rogers Glenn
Counselor To Students
Florida Agricultural Mechanical University

Problem: Societal's retreat from its commitment of the 1960's of aggressively attacking such higher educational issues as access, racism and resource allocation is well manifested in the crisis facing administrators, faculty, staff, and students today. A more productive and just nation can only be assured through a renewal commitment to minority students. Hence, the study attempts to deal with one of the aforementioned critical issues, namely Racism (a) its identity and methods of assessment, (b) the sensitization of faculty, staff, and students to its impact cues, and (c) present a five step strategy for combating overt and subtle forms of racism, which may be applicable in both individual and institutional situations.

Finding an effective strategy for dealing with racism has been in the past and continues today to be a major problem for both academic and lay communities. A recent survey of research literature (Brigham & Malpass, 1985) related to identifying the problem, posed four hypotheses which addressed the dynamics of racism via facial recognition of own and other race faces. They may be viewed as follows: (1) The Differential Difficulty Hypothesis (2) The Differential Attitude Hypothesis (3) The Differential Social Orientation, and (4) The Differential Experience Hypothesis. Although four hypotheses are posed, the presenter has opted to deal with the two notions (#2 Attitude and #4 Experience) which appear to best address the issue and have received most research attention and support.

The Differential Attitude Hypothesis (#2) suggests "that racial prejudice will interfere with perception, leading people to misidentify members of disliked groups." (Whipple, 1918; Huber, 1931; Ekman, 1971; Izard, 1971; LaCoste, 1975; Brigham & Barkowitz, 1978; Galper, 1973; Seeleman, 1940; Baron & Byrne, 1981; Brigham & Wolfskeil, 1983; Brigham, 1981; Brigham & Malpass, 1985; Glenn, 1974, 1975, 1977, 1980, 1981, 1983, 1984, 1987). Studies have reported no association between racial attitude and recognition accuracy (Brigham & Barkowitz, 1978; Lavrakas, Buri & Mayzner, 1976; Yarmey, 1979).

If racism is indeed linked with an Attitude Premise (#2) then is it not also associated with own-race bias in facial identification (decrements in perception caused by prejudice and stereotyping - hostility toward outgroup

members) and as such is manifested via acts of "displaced aggression - the Scapegoat Theory?" (Hovland & Sears, 1940; Allport, 1954). Moreover, if racial prejudice is a socially learned behavior, then is it not somewhat parity with other forms of cognitively, socially acquired behaviors (Kelly, Ferson & Hollzman, 1958) and as such also results from modeling and reinforcement?" (Pettigrew, 1958; Newcomb, 1947).

The Differential Experience Hypothesis (#4) contrastingly, contends "that different levels of experiences with own and other race persons will affect recognition ability" (Brigham & Malpass, 1985; Cross, Cross & Daly, 1971; Chance, Goldstein & McBride, 1975; Brigham, Snyder & Spaulding, 1982). It should be noted that studies have reported non-support for this theorem (Brigham & Barkowitz, 1978; Luce, 1974; Malpass & Karvitz, 1969). Again, let us assume that the dynamics of racism are linked with different levels and/or types of experiences with own and other race persons, then is it not reasonable to infer that "interracial contact and experiences should decrease prejudice and stereotyping and increase interracial friendship and understanding?" (Brigham & Malpass, 1985). However, this does not appear to be the case in real life situations (Baron & Byrne, 1981; Dunn, 1987). Mixed results on these two postulations may be attributed to "erroneous assumptions" (Brigham & Malpass, 1985) or faulty methodological procedures (e.g. inadequate manipulation of the independent variables, problems with instrumentations and reliability, etc.) (Carlsmith, Ellsworth & Arenson, 1976; Nunnaly, 1967).

It does appear, after careful assessment of these two notions (#2 Attitude and #4 Experience) that a Differential Attitude Hypothesis (#2) best identifies Racism as being linked with own-race bias (dynamics - prejudice and stereotyping) which is cognitively and socially acquired behavior resulting from modeling and reinforcement.

On the issue of the most effective method for measuring Racism (prejudice and stereotyping) there appears to be even greater disparity among educators and scientists. Some argue for the use of social cognitive models (Crowe & O'Sullivan, 1989; Linville & Jones, 1980; Rothbart & John, 1985). Others support the adjective check-list approach (Devine, 1989; Katz & Braly, 1933) or the quantitative measure of stereotypes method (Clark & Christopher, 1978) and yet still others contend that the projective technique is the way to go (Haase, 1964; Temerlin & Trusdale, 1969; Levy & Kahn, 1970; Izard, 1971; Ekman, 1971, 1975; Byrne, 1979; Mitchell, 1976; James, 1975; Glenn, 1974, 1975, 1977, 1980, 1981, 1983, 1984, 1987). One reported series of studies, combining the projective technique with an integrated approach via semantic differential scales, suggest that this is the most effective strategy to get a reliable measure of racial prejudice (Glenn, 1974, 1975, 1977, 1980, 1981, 1983, 1984, 1987).

Conclusion: Clearly, if a negative impact is to be realized on "the rising tide of apathy, racism and diminishing resources," effective strategies must be identified and/or developed and immediately placed into action. This task must be achieved if "minority workers who will make up one-third of the net addition of our nation's workforce

by year 2000" are to realize their part of the American Dream. The presenter will attempt to remove some of the cloud blurring the issue of racism by providing:

1. An empirical linkage between racism, The Differential Attitude Hypothesis, own-race bias dynamics (prejudice and stereotyping) and A Social Psychological, Sensitivity Theory of Blackness;

2. An effective strategy for measuring racism (prejudice and stereotyping) via an integrated approach using the projective technique;

3. The role racism plays in accuracy in eyewitness identification, testimony legal proceedings, and as potential conflict between different races;

4. Stereotypic (19th Century American Literature) salient, facial traits, and tension charged emotions that trigger racial prejudice, in the sensitization of administrators, faculty, staff, and students regarding Blacks; and

5. A Five Step Strategy for combating overt and subtle forms of racism which may be applicable in both individual and institutional situations.

Further implications of the study will be discussed. Delivery techniques will employ slides, data and pass-outs which should promote participants involvement and interactions.

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RECRUITING AND RETAINING PROMISING MINORITIES IN TEACHER EDUCATION

Leslie Huling-Austin
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Eleven Texas institutions (nine universities, one school district, and one regional educational service center) currently have grants ranging in size from $30,000 to $80,000 from the Texas Education Agency to develop projects on "Strengthening the Quality of Teacher Education Candidates." The primary objective of these projects are to: 1)recruit promising candidates into teacher education, with a special emphasis on minority candidates, and 2)to provide support and assistance to promising candidates who need help to successfully complete their teacher education programs.

One of the eleven projects, the Southwest Texas State University project, has as its partner the national office of the League of United Latin American Citizens (LULAC), the nation's largest Hispanic organization. LULAC is supporting the effort by obtaining donations from the private sector to support a national Teacher Education Recruitment and Retention Network which is being coordinated by the SWT project as one component of its work. The first private sector contribution has been secured by LULAC from the Adolph Coors Company which has contributed $10,000 and has pledged an additional $10,000 to be donated within the year.

The purpose of the Recruitment and Retention Network is to serve as a communications link for persons working in the area of recruiting and retaining promising teacher education candidates, with a special emphasis on minority candidates. Network activities have included hosting a series of working conferences, producing and disseminating a newsletter, organizing presentations at various professional conferences, and serving as a clearinghouse for the exchange of ideas and materials. The Network is structured in several layers. The core of the Network is the 11 Recruitment and Retention projects funded by TEA grants. The second layer of the Network includes other institutions from across Texas and the nation that are actively working in the area of minority recruitment and retention in teacher education. The third layer consists of approximately 600 institutions from across the nation which receive the newsletter and other Network communications with the intended purpose of increasing awareness and activity related to the need to attract additional minorities into the teaching profession.

This session will be presented by the coordinator of the Recruitment and Retention Network who will use

overhead transparencies in describing the function of the Network as well as the features and aspects of various projects included in the Network. Many of the strategies being used by these various projects have also been recognized as having promise for campus-wide recruitment and retention efforts. Also included in the presentation will be a discussion of critical issues involved in recruiting and retaining promising teacher education candidates and the special challenges related to dealing effectively with minority students. Members of the audience will be invited to contribute to the discussions which will follow the presentation. Follow-up discussion will focus on what steps institutions can take to increase the numbers of promising minorities who enter and successfully complete teacher education and other programs at the university and ways in which institutions from across the nation can work together toward this common goal.

There is a strong interest in expanding this Network of institutions committed to strengthening their efforts to recruit and retain promising minorities in university programs. Therefore, at this session, copies of the newsletter and other Network communications will be distributed and institutions will be encouraged to sign up to be a part of this Network and to participate in the planning and implementation of future network activities.

REFLECTIONS: EFFECTIVE INTERVENTION FOR MINORITY STUDENTS AT URBAN INSTITUTIONS

Linda L. Wilson, Assistant Director
Center for Academic Achievement
University of Louisville

This presentation is designed to discuss ways of improving the retention rate of minority students through the use of academic support services, faculty mentors, peer advising leaders and supplemental financial aid. Specific information will be presented on orientation and outreach efforts, faculty mentoring, supplemental instruction, tuition remission scholarships, a work incentive program and Tender Loving Care (TLC) program.

Since 1984 more than 963 minority students have voluntarily utilized the services of the Center for Academic Achievement resulting in an average retention rate of approximately 77 percent for the past 4 years. The overall University minority retention rate is 55.7 percent and the overall University undergraduate retention rate is 60%. The Center for Academic Achievement's retention rate for Spring Semester 1988 was 86.45%.

Program Overview

U of L is a public institution having entered the state system in 1970 (Previously a private institution) and serves as Kentucky's major urban institution. The University of Louisville student population is approximately 21,500 which includes approximately 1500 minority students (primarily Black students) or 6.9%.

In the Fall of 1984, the University of Louisville established the Center for Academic Achievement; as an outgrowth of the U.S. Office of Civil Rights ruling that the University was in non-compliance with equal opportunity in higher education guidelines.

In establishing the Center for Academic Achievement, the University's initial goals were goals were:
- to provide supportive services that reduce the attrition rate of minority students
- to identify and study ways to increase the retention rate among targeted populations, primarily minorities
- to increase the minority student's use of academic support services on the University campus

The student populations initially targeted by the Center were freshmen, new transfer students and/or students

with less than 90 semester hours with a grade point average (GPA) of 2.50 or below.
Based upon University statistics which indicated that the primary student's attrition factors were financial rather than academic; as the majority of the U of L students commute from a five county metropolitan area surrounding Jefferson County, (Louisville); are employed full or part-time, and have an average age of 26 years; the Center developed retention strategies to address these dynamics.

To improve the minority retention rate, the Center has developed academic support services, supplemental motivational aid (financial assistance), supplemental instruction and tutorial assistance programs, providing academic advising and counseling; and identifies and develops strategies, programs, studies on minority student attrition.

Philosophically the Center staff attempts to provide encouragement and support through proactive, intrusive advisement and positive unconditional reinforcement.

The initial programmatic structure for the Center for Academic Achievement contained primary components in two (2) basic areas:

I. ACADEMIC SUPPORT SERVICES

These services assist students in establishing educational goals consistent with their academic interests by providing resource materials, programs on motivation, comprehension, time management as well as addressing specifically identified study skill problems. Academic advising and related counseling is available, too.

Academic support services are provided to any student who presents themselves for assistance in reaching their educational goals.

1. Supplemental Instruction (SI)
Supplemental Instruction is aimed at assisting students in course content mastery while increasing competence in reading, reasoning, and study skills. SI promotes a high degree of student interaction and support. Students enrolled in courses, which have been targeted as high-risk; can receive instructional assistance before they encounter serious academic difficulties, through the SI review sessions which are conducted three or four times per week.

2. D.A.S.H. Directed Academic Study Hours
Supervised academic study sessions which are individually designed to provide tutorial assistance for targeted high-risk academic courses. Presently DASH covers 15 subjects such as Math, Accounting, Psychology,

Physics, History and English.

3. Faculty Mentoring (faculty guidance and counseling)

Forty-two Faculty Mentors are paid to work with students in this program component. Each student participant is assigned a Faculty Mentor with whom they meet a minimum of four times a semester. Faculty Mentors serve as role models, resource persons, student advocates, advisors/counselors, assist students, establish short and long term academic goals, and understand the responsibilities involved in the teaching-learning process. Faculty Mentors assist with academic counseling, course selection, development of study skills, exam preparation, and maximizing student potential.

4. Peer Advising Leaders (PAL)

A peer advisor is a person who is in the same environmental circumstances, experiences, the same aspirations and pressures and is in the same age range as the persons being helped. The role of a PAL is to work confidentially with Faculty Mentors and assisting in their student outreach efforts, aid students in their adjustment to college by providing peer support, networking with students on Center and other University services. PAL's serve as a role model for new students, act as a resource person to assist students with questions, concerns and/or problems, function as conduits for student suggestions concerns, program feedback for target populations, i.e. New Students Summer Orientation program, etc.

II. SUPPLEMENTAL MOTIVATIONAL AID

A coordinated program of financial assistance, academic performance, and University involvement affords "qualified" students the opportunity to defray their college expenses and to gain work experience as they enhance academic performance. High levels of achievement earn additional financial assistance in the form of scholarships. By taking full advantage of available resources, students are empowered to assist themselves, to learn life-long work and study habits, to experience academic and personal success and to become enhanced human beings.

1. Tuition Remission Scholarship Program

"Qualified" students enrolled and actively participating in the Center's programs who earn a grade point average of 3.0 or above as a full time student, for the preceding semester, may be eligible to receive a tuition remission scholarship (which covers the cost of tuition and fees) for the subsequent semester. This financial aid grant acts as a motivator and a reward for academic excellence.

2. Work Incentive Program (W.I.P.)

The Work Incentive Program (WIP) was developed as a mechanism to limit the impact of financial need as a

major factor which deters the student retention at the University of Louisville. WIP was designed to meet the needs of those "qualified" students whose financial need is greater than their financial aid award.

Students pursue employment with University departmental job openings which are consistent with their interests, skills and career goals plus participating in direct academic study hours.

REMOVING INSTITUTIONAL BARRIERS FOR MINORITY STUDENTS WITH DISABILITIES

Leah Cox
Coordinator of Job Development

Diane L. Horowitz
Assistant to the Provost

Gallaudet University

The recruitment and retention of minority students, faculty, and staff in colleges and universities throughout the United States continues to remain a problem despite twenty years of efforts to remedy past inequities. College participation of white students increased from 53% to 55% during the years 1975 to 1985, while college participation of minority students dropped from 48% to 44%. (Green, 1988, p. 2). This is occurring at a time when the pool of minority students in metropolitan areas continues to increase. In 1985, 20% of school age students were minorities. In 2020, it is expected that the number will increase to 39%. While enrollment numbers are increasing, minorities continue to be seriously under represented in degrees earned. (Atcherson, 1988, p.4). Gallaudet University is the world's only liberal arts university for persons with hearing impairments, with a national and international student population of approximately 2,000 . "While minorities represent about 35% of the 17-18 year old United States hearing impaired population, only about 15% of Gallaudet United States students in recent years (i.e., both new students and the total student body) are from minority groups. Black and Hispanic youths are particularly under represented in the student population." (Schneidmiller, 1988). Issues at Gallaudet University are made more complex by the fact that these students represent two minority groups, they are hearing impaired as well as a member of a cultural/ethnic minority. In the statistics cited by Schneidmiller for the school year 1986-87, 81% of white, 5% of black, 5% of Hispanic, less than 1% of other minorities, and 9% of international students graduated from Galluadet University (Table 8).

Recognizing the need for change, Gallaudet University has established a number of task forces to look at minority issues. In February of 1989 an eight member task force was mandated to address the Presidential Priority with special emphasis on the recruitment and retention of minorities and other underserved constituencies. During a year of new beginnings, Gallaudet has, as one of its visions, the creation of a truly culturally diverse community.

The Task Force focused on identification of the targeted population and problems facing these groups. They were charged with evaluation of the current status of undergraduate and graduate minority students at the University, and development of a plan to increase recruitment and retention.

This paper will discuss the:

* plans and procedures for establishing the task force
* study undertaken
    - -review of the literature
    - -design of research
    - -development of research instruments
    - -data collection
    - -data analysis
    - -recommendations to the President

Method of Presentation

The presentation will include:

* awareness and sensitivity activities related to understanding minority students with disabilities
* a look at changing demographics and the increase of mainstreamed students
* presentation and discussion of study results
* discussion of the implications for institutions of higher education
* recommendations for program implementation

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RESURRECTING A DORMANT PROGRAM: THE SPIRIT OF THE SEVENTIES, THE STRATEGIES OF THE EIGHTIES

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Admissions and Student Aid

James F. Gyure, Senior Associate Director
Admissions and Student Aid

University of Pittsburgh -Johnstown

This paper seeks to compare two separate programmatic efforts to recruit and admit minority students to a small, suburban, predominantly white four-year regional college in a multi-campus university system.
The two efforts take place roughly a decade apart. The paper demonstrates how each program accurately reflects: (1) the state of the institution's developing identity at the respective periods, including the difficulty of recruiting black students to a predominantly white suburban campus; (2) the institutional response to minority recruitment issues and political mandates at each respective period; and (3) the impact of creative and technical marketing strategies a seen in the latter effort.

•The first program is characterized as a loosely-organized effort fueled largely by volunteerism and enthusiasm, while the later program is shown to be more carefully orchestrated, analyzed and based on strategy, with perhaps a bit of the youthful enthusiasm of the former lost in the transition.

•It is noteworthy that both programs have very limited funding and are locally managed (i.e. coordinated by the regional college's own administrators.) Neither is managed by a special administrator for minorities.

•Statistical data is used to quantify the relative success of each effort, while historical and anecdotal narrative serves to outline the specifics of the programs and help personify the "spirit of the times" in each case.

•In conclusion, the paper does not seek to qualify one program as necessarily *better* of more *successful*, so much as to reveal how each program was a part of its historical and political perspective, and to underscore the necessity of appropriate funding for minority programs, regardless of the date of their implementation. The paper suggests that college administrators can use such a perspective as one factor in the evaluation of the success, or lack of success, of contemporary minority recruitment campaigns.

Background

(1) Like many American colleges and universities during the early and middle nineteen-seventies, the University of Pittsburgh a t Johnstown struggled to define its stance on educational programs for minority students. As a regional campus just recently awarded four-year degree-granting status in a multi-campus university, the University of Pittsburgh at Johnstown was also forming a new institutional identity, and developing recruitment programs to articulate and nurture that new identity. At the same time, the college was responding to the political and social attention being directed toward increased minority recruitment, so that, while the college was able to effectively focus on its small-college environment an attractive wooded suburban setting for general recruitment, these very same characteristics made the recruitment of black students more difficult.

The first program described in this paper was created in that milieu. Despite efforts to gain funding, it was basically unfunded, but was characterized by a spirit of volunteerism, cooperation, and a vigorous, if occasionally naive, enthusiasm. This was a time of EOP ventures, *dashikis*, and relaxed ("laid-back" it was called then) street-savvy attitude. Minority recruitment efforts were an offshoot of mainstream admission activities, and the admission of minority students lacking full qualifications was determined through review and discussion by admission officers in conjunction with the project coordinator. Course selection and academic advising were handled by the project coordination. Course selection and academic advising were handled by the project coordinator and an assistant academic dean, with individual courses recommended and instructors identified for their supportive and sympathetic participation. For a period of time, this program had significant if somewhat inconsistent success.

(2) During the late seventies and early nineteen-eighties, minority recruitment efforts went dormant, as the nation followed a more politically placid stance and focused less attention on minority issues, in education and elsewhere. The college, too, concentrated on its own substantial overall growth and expanding identity.

(3) The second program described in this paper came about as a result of a renewed mandate to increase minority student enrollment, this time with legal as well as political pressure. Efforts to obtain funding were more programmatic and extensive than before. The efforts were mildly successful, but the lack of appropriate funding remained. Recruitment activities took advantage of admissions marketing techniques which had been developed since the first program, and centered on strategies which were designed using resources such as the College Board's Student Search Service, the Educational Testing Service's enrollment planning software, and a variety of research documents. Recruitment communications were improved.

However, the "environment paradox" was still evident. While market research confirmed the fact that the small-college characteristics, moderate cost, and attractive wooded suburban setting were strong points in the recruitment of majority students, it also confirmed that such an environment was less attractive to minority

students, who were now to be found largely in distinctly urban areas.

In addition, the specific correlation between recruitment, admission and retention was addressed more aggressively, most noticeably through the implementation of a Minority Mentors group, and the establishment of a Learning Skills Center with a focus on minority students. The success over a three-year period is noteworthy, even if some of the enthusiastic spirit of volunteerism which characterized the earlier program is missing.

Data

Supportive data will include:
- geographic recruiting regions;
- comparative demographic data:
- admission statistics; and/or
- retention data.

RETENTION AND THE ADULT MINORITY STUDENT: A HOLISTIC APPROACH

Roslyn Abt Schindler
Interim Director/Associate Dean

Howard Finley
Assistant Director for Student Services

Wayne State University

As one of the top 100 (2.5%) public research universities in the United States, Wayne State University (WSU) in Detroit, Michigan, holds a very special place in higher education today. WSU has a significant dual role: to serve the greater intellectual and scholarly community with state-of-the-art, pioneering research and to serve the University's urban mission. This urban mission - to provide quality higher education especially to heretofore under represented groups of students - is of serious and genuine concern to Wayne State University. This mission, moreover, is carried out in various ways by various Colleges at WSU, which serves approximately 31,000 students. These students are 68% White and 32% Minority (22% Black). Within the United States, WSU has the highest percentage of minority students in a predominantly White university, an important statistic and reality for all matters related to recruitment, retention, and academic success of minority students.

The focus in this presentation is not only on minority students but on adult minority students. As such, the presenters address simultaneously two historically nontraditional, under represented groups at the University level: adults and minorities (primarily Blacks for the purpose of the population at WSU). WSU demonstrates its commitment to adult minority students primarily in the College of Lifelong Learning (CLL) through its degree-granting arm, the University Studies/Weekend College Program (US/WCP), established in 1974. This interdisciplinary studies baccalaureate degree program designed especially for adult learners has approximately 600 students. Of these students, recruited from the Detroit metropolitan area, about 300 (50%) are Black and 10 (2%) are Hispanic. Of a total of 144 1988-1989 graduates of our Bachelor of General Studies and Bachelor of Technical and General Studies degree programs, there are 60 (42%) Black graduates and 4 (3%) Hispanic graduates.

The US/WCP is unique internationally as an adult degree program in its structure and professional staff. The Program encompasses not only 26 full-time resident faculty, 23 of whom are tenured, but also a comprehensive student services - recruitment and advisement - unit that consists of six full-time counselors and recruiters. The Interim Director/Associate Dean and the Assistant Director for Student Services - both of whom have over a

decade of experience in the Program - constitute the current line administration. The unique nature of the US/WCP lies further in its interdisciplinary curriculum and course delivery system (workshops, telecourses, directed studies, weekend conference courses). This unusual Program, conceived and developed in the urban setting of Detroit, has arrived at certain important realizations and conclusions in its fifteen-year history. First and foremost in regard to its large number of adult minority students is the conclusion that retention, especially in the first critical year, requires the commitment and creativity of administration, faculty, academic staff, current students, and alumni. The US/WCP has a record of successful experience with *assessment and advisement as retention tools; *new approaches to college-level learning; courses that enhance retention; a creative and challenging interdisciplinary core curriculum that embraces cross-cultural perspectives; *faculty course development teams; *minority studies courses. This presentation will identify and demonstrate the US/WCP's holistic approach to retaining adult minority students. The presenters will use delivery techniques that encourage participant involvement and interaction, and they will make use of visuals and informational materials (also for distribution) that reflect historical and current institutional data and research. Finally, this presentation will incorporate current professional data and research to place the US/WCP in a national and international context.

RETENTION OF MINORITY STUDENTS THROUGH EFFECTIVE WRITING STRATEGIES

Eileen Oliver
Assistant Professor

Bernard Oliver
Dean, College of Education

St. Cloud State University

The retention of minority students continues to be one of the most pressing problems facing colleges of universities today. Amidst a sea of racism on college campuses and the aftermath of the Reagan administration, minority students, particularly Blacks and Hispanics continue to have difficulty staying in college/university programs.

Research on the retention of minority youngsters has had a long history in explaining why minority students do not fair well in higher education. Although some researchers have attributed the retention problem to socioeconomic background, academic preparation, and low aspirations, it is our belief that many of these students can successfully complete post-secondary education if colleges and university can alter curriculum to accommodate the vast range of abilities that these students, and many others, bring to college classrooms.

One of the keys to successful academic experience in higher education is the ability to write well. While writing research has taught us a lot about how to increase writing achievement and what effects writing ability, few post-secondary institutions have utilized this research to aid minority students.

Accordingly, the purpose of this paper will be to discuss the role of writing programs in the retention of minority students. In particular, this paper will review research on effective writing and discuss strategies for utilizing this research to improve the writing ability of minority students. In addition, we will discuss how writing topic, audience, and purpose are related to writing achievement.

ROSARY COLLEGE ACADEMIC POTENTIAL PROGRAM

Elizabeth (Betty) Kappel
Lecturer

Esko Peterson
Recruiter/Graduate

Rosary College

During the 1988-89 school year, Rosary College had a freshman class composed of twenty-seven percent minority students. Of that percent, seven percent belonged to the Academic Potential Program. Rosary College has long recognized the need to overcome institutional barriers which decrease minority success. Thus, the Academic Potential Program (APP) seeks a carefully limited number of students who do not meet all of the normal admission standards, but who have demonstrated potential to successfully complete college course work. Special academic and supportive services are provided to maximize success.

AIMS

Rosary College is a community engaged in a serious effort to understand and participate effectively in a complex, changing world.

As a liberal arts college, Rosary seeks to develop the highest intellectual competence possible to each of its members and to encourage in each a realization of personal worth and social responsibility. A curriculum including a variety of disciplines is designed to foster growth in intellectual honesty and initiative with mastery of the arts and skills necessary in the contemporary world. Through its undergraduate curriculum and graduate schools, the college also offers students the opportunity to prepare for professional careers.

STUDENT POPULATION

Approximately 1600 students are enrolled in the undergraduate and graduate schools, coming from many states and countries as well as in numbers from Chicago and its suburbs. Historically, their entrance test scores have been higher than the national average, and a Relatively high percent go on to graduate study. A significant number of Rosary students by the time they graduate will have had some foreign study experience.

A student body is, however, characterized by the individuality of its members and only partially by statistics. Undergraduates today tend to have diverse backgrounds. Their distinct needs, capabilities, and aspirations are

met through an open curriculum, continually improved and adapted. Consistent personal advising and a liberal tradition in education are conducive to independence in thought and to a sense of responsibility for social action.

ADMISSIONS

Admission to Rosary College is open to men and women who are prepared academically to undertake a rigorous liberal arts program. Applicants are considered on the basis of probable success at Rosary as determined mainly by rank in class, grade point average, and test scores.

Prospective students are urged to visit the campus. Appointments are arranged with an admissions representative to discuss educational plans. Guided tours of the campus are given at that time.

ACADEMIC POTENTIAL PROGRAM

A strong effort to improve minority retention is supported by the Academic Potential Program (APP). Students who would normally be excluded due to poor results on ACT or SAT tests but who show promise as indicated by recommendations, class rank, or high school preparation are actively recruited for the program. If these students pass Rosary placement test with scores similar to applicants meeting all admission requirements, they are admitted without restrictions. If, however, their placement scores indicate the need for supportive academic services, they are required to participate in the APP.

Supportive Services

Interdisciplinary Study Skills: a seminar which presents the latest research in the field, teams success with another course chosen by the student, promotes study groups and provides additional guidance. The Degrees of Reading Power test (DRP) is used to test reading ability and where necessary, college reading skill techniques are introduced and practiced.

English 100: a comprehensive course composed of an intensive writing laboratory with individual conferences weekly.

Math 100: a course which utilizes projects and programmed materials to review the fundamental operations with integers, rational numbers, and real numbers. Students also have the opportunity to strengthen their backgrounds in algebra, geometry, and trigonometry.

Minority Student Services: a contact person to whom the APP student must report during freshman year. The adviser offers social, emotional and educational help where necessary. The adviser serves as BSA director.

Tutoring: available on request. Peers are recruited and paid by the college.

Freshman Seminar: a required course for all Rosary students. Introduces students to the rigorous demands of college life while presenting the professor's field of study. Study techniques are a part of the seminar. Current offerings include: "The Play's the Thing"—literature, theatre; "The Making of Music"-physics, humanities; "Chicago Roots"—history, literature; "First World, Second World, Third World"—sociology, political science.

APP students are not identified. All students are expected to complete a library skill orientation and research is introduced and practiced.

Financial Aid: is awarded on an individual basis according to need. Financial aid is generally offered in a combination of Rosary, state, and federal grants; loans; and campus employment.

Cultural/Social Activities: BSA and The Hispanic Student Association are active on campus. Several noted leaders are asked to speak/perform during the year. During the 1988-89 term the history department sponsored a four-part series titled "The Urbanization of the Blues—Chicago."

The Academic Potential Program is in a state of change. Rather than a negative comment, it is a positive one. Recruitment is on-going. Hispanic representation has increased in recent years, so additional insights must be included to meet the needs. It is a challenging time and one which makes Rosary aware of its potential for good. Recruitment, Retention, and Success-these are the keys to our future.

DELIVERY TECHNIQUES
Eight minute video tape of APP student discussion.
Twenty minute lecture presentation of APP.
Ten minute presentation of recruitment, advising.
Seven minute question/answer period.

SELF HELP GROUPS AND PEER ADVISORS: INTERVENTION WITH AT RISK STUDENTS THAT WORK

Dr. George Williams
Educational Consultant for Title III Student Retention Model
Front Range Community College

Between 1985 and 1988, we designed and implemented a student retention program that served over 300 at risk students (economically disadvantaged; academically disadvantaged; adults returned to school after long absences; learning disabled; foreign/Asian students).

Fifty students diagnosed as being drop-out prone were invited during their first semester to an orientation session at which we provided them with "Twenty-five ways to make it at Front Range Community College." We also asked them to fill out an information form and to project the grades they expected for each class they had enrolled in for the semester. We asked them also to return a similar form every four weeks throughout the semester (see attached) indicating grades and support help (advising, tutoring, etc.) that they had used. Each student was also assigned to a peer advisor/support mentor who met with them briefly during this session and set up meeting times for the semester. We encouraged the students to use their student mentors as campus liaison people, as personal and academic mentors and to find support services they needed to succeed.

Each four weeks, we sent out the information forms on grades and support services used. Where students indicated low grades but had not used support services, we alerted the individual to available services and suggested that they use these services. We also alerted their student mentor to the problem and suggested appropriate intervention.

There was no other follow-up and we did not require these "self-help" students to use the services. At the end of the first semester 43 of 50 students were still in school; 37 had "B" averages or better. At the end of the sixth semester, 240 of 300 students enrolled in the program (50 each semester) had either achieved personal and academic goals including associate degrees or had successfully transferred to a four year institution, or were soon to complete an associate degree program.

The emphasis also was on referrals to the program by faculty advisors who used a special one page form that

we input into our student tracking system, and by peer advisers. Peer mentors trained in counseling, social and self-esteem skills held optional seminars for an hour each month with members of the "self-help" group; each of ten mentors had groups of five students each semester; each mentor stayed with the program one year. We added mentors as needed each semester to have sufficient mentors for each at risk student.

Most of the students were economically and academically disadvantaged; over 80 percent had achieved personal, vocational, and academic goals within six semesters or soon would. Success came through intervention, information, and school interest and involvement with each student.

SELF STUDY AND PLANNING: A TASK FORCE APPROACH TO MINORITY STUDENT ADMISSION AND RETENTION

Dr. James S. Dalton, Chair
and Special Assistant to
the Vice President for Academic Affairs

Dean Nancy DaPore, Dean of Students

Dr. Timothy Lederman, Chair of the Faculty and
Associate Professor of Computer Science

Dr. David G. Rice, Vice President
for Academic Affairs

Siena College

After five months of preplanning with a five person Coordinating Committee, Fr. Hugh F. Hines, O.F.M., the President of Siena College, issued a memorandum to the College community on September 15, 1987, establishing four task forces to consider the question of the recruitment, admission and retention of minority students. These task forces have recently completed their work and have produced over one hundred pages of recommendations to the President.

The purpose of this panel will be to review both the process and the conclusions of this two year self assessment and long range planning effort. This process took place at Siena College in the absence of any crisis environment either in enrollment (the College is oversubscribed with a growing applicant pool) or in racial incidents. A brief review of the project follows.

In his memorandum of September, 1987, Fr. Hugh formed four task forces. The first focused on Academics with responsibility for examining a wide range of College programs and services including the question of minority faculty and staff, the integration of the curriculum, tutoring, advisement, academic support services and minority student classroom concerns.

The second task force (Recruitment) was charged with examining potential target populations (African Americans, Asian Americans, Hispanic Americans and Native Americans), financial aid, the Admissions Office, minority access programs, athletics and the cost and organization of recruitment efforts.

The Resources Task Force had a dual role. On the one hand, it examined the fiscal and personnel implications

of ideas being considered by other task forces; on the other, it examined how resources might be allocated to support minority programs. It considered financial aid, the identification of new resources, current resource allocation, alumni/ae, personnel, minority faculty and staff, the costs of recruitment and the costs of developing new academic support services. This Task force was charged with assessing long range cost and personnel implications.

The Student Services Task Force focused its attention on life outside of the classroom and has special responsibility for questions relating to the development of an appropriate campus environment for culturally diverse students. Its charges included consideration of the Career Resources Center, Campus Ministry, the Counseling Center, residence hall life, campus organizations and clubs, intramural and intercollegiate athletics, student activities, freshman orientation and, especially, student leadership training and opportunities.

The structure and procedures of each of the task forces were carefully considered in the preplanning process in order to involve the total Siena community and to develop a community consensus over the period of the task force process. Each task force was composed of administrative staff, faculty and students (one minority student and one majority student). Task force minutes were made available to both faculty and students. Information was given maximum exposure to the community through forums, the student newspaper, memorandums and through the encouragement of task force members to share as widely as possible the questions they were wrestling with and the options which they were considering. Suggestions and objections were encouraged from the wider community.

The task force process was implemented over three semesters. The first stage involved the assessment of Siena's current situation and the areas which would need to be addressed if the number of minority students, faculty and staff were to increase. The second stage investigated various alternative programs and policies which might improve the campus climate for minority students, address their academic and cultural needs and educate the majority campus faculty, staff and students in cultural diversity. Finally, the task forces developed their recommendations with attention to the impact of these recommendations on the college community both fiscally and culturally.

During the course of this process the task forces were encouraged to forward recommendations to the President which they felt could be implemented immediately in order to keep the wider community cognizant of the process and to demonstrate that the emphasis was on actions rather than reporting. These recommendations also helped to build a consensus within and gave the process a certain "inevitability." A sampling of recommendations that have already been implemented or are in the process of implementation include:

1. The incorporation of a statement on racism and cultural diversity into the College Catalogue.

2. The implementation of a new financial aid policy targeting students from under-represented groups.
3. The addition of an African American woman to the Admissions staff.
4. The formation of an Admissions Advisory group consisting of both majority and minority students.
5. The running of an experimental "Buddy Program" including both majority and minority students during the Fall of 1988.
6. The involvement of Siena's Science Division in a summer secondary school contact program called STEP.
7. The establishment of a multi-cultural center on campus.
8. Official participation by the College in the national "I Have a Dream" program.
9. The application by the College, in consortium with other regional colleges, to New York State's "Liberty Partnership" grant program linking colleges and universities to primary and secondary schools for the purpose of assisting "at risk" students.
10. The sending of a letter condemning racism to all students at the College.
11. The holding of a day of racial and cultural awareness for administrative, faculty and student leaders.
12. The development of a racial harassment policy together with definitions and sanctions for approval by the Board of Trustees during the Spring semester of 1989.
13. The hiring of at least two African American professors.
14. The dropping of the nickname "Indian" for the College's athletic teams and the student newspaper.
15. The employment of a number of minority students as residence assistants in the residence halls and the special training of all residence hall staff in cultural diversity.
16. The formation of a Cultural Awareness and Programming Committee for the residence halls.

The panel will discuss the task force process as a self assessment and long range planning effort. In addition, the various key recommendations which were implemented prior to the final report will be assessed and the final recommendations presented.

Siena College believes that the process which it has developed could be replicated at other institutions, either in whole or in part and would like to share both its strengths and weaknesses. The panel will contrast the project as it emerged in its preplanning stage and as it developed through the vagaries of institutional change.

SURVIVAL IN A PREDOMINANTLY WHITE LIBERAL ARTS COLLEGE

Robert G. Rogers
Dean of Freshmen

Gretchen L. Rogers
Paralegal

Hampden-Sydney College

Hampden-Sydney College is typical of numerous liberal arts colleges across the country. It is small, located in a rural setting, comprised almost entirely of white students. Of the 950 member student body, only 12 are black. The potential sense of isolation for minority students is exacerbated by the college's status as one of the few remaining all-male colleges. Currently, there are no black faculty or administrative staff in leadership positions. Yet, black students at the college have done exceptionally well. The retention rate for these young men is higher that the all-college average. A recent black student body president, elected by his peers, went on to become a Rhodes Scholar. How is it that young men, in a distinct minority, can survive and even thrive in such an environment?

The presenters, who serve as advisors to the black students, will explore the issue of survival within such a setting. Three general topic areas will be discussed:

(1) pressures on minority students and problems encountered;
(2) program planning and group building;
(3) adapting this model to other settings.

Pressures on Minority Students and Problems Encountered

In a small college setting, minority students can often feel isolated, not part of the larger college. Some even report feeling they are "on display." Necessary for survival is the ability to feel a vital part of the student body while also maintaining a strong sense of self, a rootedness in one's own tradition. How do black students balance their own need for support without being perceived as separatist by white student peers? About 55% of the student body at Hampden-Sydney belong to social fraternities. How can black students participate selectively in social settings with their white friends and yet provide for their own social needs as well? What are some strategies useful for challenging racism in its various guises on the campus? How can black students

work effectively with the administration and faculty to broaden curricular offerings and to help diversify the student body and staff/faculty through more effective recruiting practices? These questions illustrate the pressures and problems encountered by the black students at Hampden-Sydney College. We will suggest useful techniques for minimizing the effect of their limitations.

Program Planning and Group Building

A key factor for student survival appears to be effective program planning for social and intellectual needs. Inherent in the planning process is a strong group-building dimension which provides support for the students as they encounter various personal or group problems on the campus. How does a group plan social activities, such as dances, which are major events on the campus and are inclusive, but nevertheless meet the needs of the minority students? What is the best way to establish linkages with other colleges or other educational settings to provide the needed "critical mass" of students for cultural events? What role can program planning play in "consciousness raising" for the rest of the campus? How can advisors help minority students expand their horizons through conference attendance or summer employment possibilities? These and similar questions provide the frame work for an effective planning and group-building process. We will share specific year-long programs designed by the group.

Adapting This Model To Other Settings

As a basis for group discussion, the presenters will specify what appear to be essential ingredients for a successful student development program: identifying the right people as advisors; establishing a reasonable budget; negotiating in behalf of the students with various college officers and groups; providing the necessary advice and support while encouraging student empowerment.

The presenters contend that it is possible for black students to gain from, and contribute to, a variety of small liberal arts colleges, provided there are strong adult sponsors concerned about the students' welfare.

TARGETING COMMUNICATION SKILLS WITH THE MINORITY PROFESSIONAL

Patricia R. Williams, Ph.D.
Director, Douglass Institute
Texas Southern University

Inadequacy in literacy skills is hampering the success of many trained minority professionals today. Consequently, there is a need for programs that will address the specific communication skills and competencies as a continuing education process for these individuals. The general curriculum in English is obviously not exclusively effective in meeting these needs. Too many trained professionals have failed to prove their unquestionable competence in communication skills, due to their lack of command of literacy skills. Thus, the program proposed here is directed toward, though not exclusively for, the minority populated institutions.

Most minority populated institutions aim to provide quality instruction in a variety of educational, technical, professional and scientific areas to students of diverse ethnic, social and cultural backgrounds. In other words, these institutions are less selective about clientele providing educational opportunities for the masses. Consequently, the program discussed here is appropriate, because it emphasizes a set of skills and competencies needed on a multi-ethnic campus with multi-faceted programming. Specifically, this communication skills program for the minority professional is designed to elevate the level of competence and the depth and quality of graduate courses need to be able to focus point of view, that is to use the language in communicating attitudes about principles and variables on a particular topic; they need to be able to make generalizations, that is to analyze a set of facts or data and use the language accurately to think through and communicate this analysis; they should also be able to pinpoint details, that is to decode the significant factors in printed material and from oral discussions and use the language to reproduce the essence of these details; and finally, they should acquire the ability to interpret information, that is to compile the meaning of a series of separate, but yet related, data and communication skills can assist one in developing these competencies. It is to this end that the program outlined here embraces the following objectives.

1. To provide students with practical experience in communicating the attitudes important to their particular disciplines.

2. To provide students with field experience that will require their use of the oral communication posture of the trained professional.

3. To provide students with an opportunity to practice communicating in climates similar to those of their professions.

4. To provide students with an opportunity to use the communicative medium of the "scholar," that is to exercise the formal dictums of the language.

Each objective is implemented through concentrated instruction in language control, research techniques, analytical and critical communication skills and the rhetorical process. Students are given individualized guidance in executing skills and techniques appropriate for each assignment. Performance evaluations are based on the students' abilities to apply communication skills effectively.

TEACHING ABOUT RACISM AND SEXISM: CURRICULUM TRANSFORMATION AND MINORITY STUDENT RETENTION

Leslie Agard-Jones
Assistant Vice President of Minority Education

Paula Rothenberg, Professor
of Philosophy & Women's Studies
Director, The New Jersey Project

William Paterson College

In 1981 William Paterson College, a four year, public college in Northern New Jersey, became one of the first schools in the nation to require that every student who graduates fulfill a three credit requirement in "racism/sexism". This requirement can be fulfilled by taking either a designated women's studies or African Afro-American studies course or by taking "Racism and Sexism in the United States" a course specially designed to fulfill this requirement.

In this workshop we will discuss the way in which this course became a requirement at our college and will talk about our experience developing and teaching this interdisciplinary, team-taught, introductory course which integrates the study of race, class, and gender. Our emphasis will be on concrete and practical techniques for teaching this kind of unique course content.

In addition, we will talk about the impact of such curriculum integration/transformation projects for minority student retention. Our remarks will be based on our work with the racism/sexism course at William Paterson College and its implications as well as our roles as members of the advisory board of The New Jersey Project: Integrating the Scholarship on Women, Race, Class, and Ethnicity, a statewide curriculum transformation project funded by the New Jersey Department of Higher Education.

THE BRIDGE:
A SUMMER ENRICHMENT PROGRAM TO RECRUIT AND RETAIN MINORITY STUDENTS

Katharine Reid Stone
Associate Professor
Georgia State University

For the past five years, Georgia State University has been one of six institutions in Georgia selected by the Board of Regents tc provide a summer enrichment program for entering minority students with precollege requirements.

These summer preparatory sessions are designed to recruit and retain minority students, to orient them to college life, and to provide non-credit remedial assistance in reading, mathematics, and composition. Career counseling and study skills instruction are also offered. For students who attend Georgia State's summer enrichment program, called "Bridge," follow-up tutoring services are made available throughout the next academic year at no cost to the student. Efforts are made to encourage participation among qualified students and to provide a summer experience which will ease their academic and social transition from high school to college.

Each year, the program incorporates the most successful elements of the previous Bridge programs in order to provide the most genuinely enriching experience for the students and to bond them to the university in such a way that they will remain in college.

Recruitment: Early in the calendar year, the Summer Enrichment Program Coordinator works closely with the Office of Admissions in order to identify forty students who will participate in the program. The Minority Recruiter includes discussion of the program in early recruitment efforts. The predominantly black schools in the area from which Georgia State students are drawn are targeted for concentrated efforts. However, all black applicants who are eligible for the program receive an invitation to apply. In addition, a preliminary letter to school counselors in the target area is mailed with a supply of brochures.

Time Frame: The program runs for four weeks from mid-July through mid-August from 9:00 until 1:30 each day.

Resources: The program is staffed by faculty from the University's Division of Developmental Studies, the unit designated to remediate underprepared students. The students are divided into two groups of twenty students each, with each group having instruction in reading, composition, mathematics, and study skills. Career counseling is offered by academic advisors on the Developmental Studies staff. Follow-up tutoring is provided by tutors in the Developmental Studies learning laboratory throughout the following academic year. In addition, one Developmental Studies faculty member coordinates the overall instructional program. All classes are taught in the regular classroom space at the University. A micro-computer laboratory is used by the students to develop computer skills. Materials (textbooks, computer supplies, etc.) are provided to the students at no cost.

Curriculum:

A. PROBLEM SOLVING TECHNIQUES, computer assisted instruction and reading and writing activities using selections found in the content areas of political science, philosophy, economics, psychology, religion, science, arts and literature are utilized to facilitate skill development.

B. MATH INSTRUCTION: During the first week, students are pretested to determine their level of math proficiency. They are then assigned to skill-building software tutorials appropriate to their level. To overcome computational differences, calculators are used. At the same time, the group as a whole works on problem-solving strategies. The students implement textbook material into both mathematical problems and daily living situations. Homework problems follow Polya's five-step problem-solving format. In addition, incorporating material from Writing-Across-the-Curriculum programs, students write problems to be solved by other students, introducing extraneous data so as to learn to sift through data in search of the relevant.

C. INTERRELATED READING/WRITING addresses these two distinct disciplines, using the skills and processes of each to feed the other. The following skills in reading and writing are emphasized: distinguishing main idea, previewing texts, analyzing text organization, paraphrasing, interpreting a topic, formulating a thesis, organizing supporting data, and developing an argument. Other specific teaching and learning strategies include peer editing, use of word processing software, reader response exercises, library research, and interviews.

While reinforcing the themes presented in classroom instruction, special activities are designed to introduce students to lecture formats and group discussions of academic topics. Their overall purpose is to cause students to question assumptions while allowing them to practice the academic skills of taking lecture notes, working collaboratively in groups, and approaching issues through a problem-solving heuristic.

Evaluation:

At the conclusion of the program, students evaluate the faculty, the program, and the student peer advisors. Peer advisors and faculty also evaluate the program.

Follow-up evaluation of the students includes the following:

1. Pre-post scores on the initial placement test.
2. Number of quarters required in remedial courses.
3. Number of quarters retained at Georgia State University.
4. Grade point average after 25 hours of credit courses.

Retention:

Data for retention of Bridge students indicate that they have been retained at between 73% and 81% after one academic year. Data over a comparable period show that only between 60 and 64% of all Developmental Studies students, regardless of race, are retained normally after one academic year. The higher retention rate of Bridge students is attributed to the solid beginning Fall Quarter, based on the students' summer experience.

Students who have attended Bridge have been enthusiastic about the program. Not only have they made friends and become familiar with the campus, but they have also gained a real understanding of the distinctions between high school and college. Evaluations from students have indicated overwhelmingly that students understand the purpose of the program and would recommend it to a friend. Moreover, instructors have been rated very positively on the student evaluations at the end of the program. Clearly this program has aided Georgia State's efforts to recruit and retain minority students.

THE CHALLENGE: ARE WE NURTURING STUDENTS IN THEIR CONTEXT?

Jonathan D. Poullard, Director
Minority Concerns
Susquehanna University

Kim Jackson, International Student Advisor
Peabody Institute of Johns Hopkins

This program will examine the popular theories in our discipline and note the lack of cultural relativity inherent in the models. As a new decade approaches, we need to critically examine current student development theory, its limitations, and make suggestions for expanding the models such that they are made comprehensive. We will explore the Eurocentrically based models, and how they fail to consider the cultural relative position of non-majority students. In addition, the program will provide participants with an experiential component which will make clear the power inequities that exist within these based models.

When we, as Student Services Professionals, gather in 1990 to explore the ethical issues that pervade our discipline and dictate our daily activity, it is imperative that we examine the limited scope of popular student development theory. The perpetual use of student development theory which lacks comprehensiveness while concomitantly promoting the nurturance of difference on our campuses is an ethical dilemma.

What is lacking in our current theoretical framework? Why is it that African-American and Gay/Lesbian student organizations are demonstrating on major U.S. college campuses on the horizon of a new decade? How can we expand our framework to encompass the difference we so actively promote?

This program aims to illustrate the need to recognize the danger of Eurocentrically based models that govern our approach to the profession. With the escalating efforts of minority student recruitment and retention, we feel there should be a paralleled effort at embracing theory appropriate to the population. With Eurocentrism placing European ideals at the center of any analysis that involves European culture or behavior, it becomes apparent how our models fail to consider all student populations. There is a need for cultural relativism in our theory, i.e. viewing individuals in the context of their culture. Eurocentrism clearly lacks that cultural relativity when engaged in analysis of non-European groups or cultures. In this light, it is time for Student Services professionals to familiarize themselves with the concept of Afrocentricty and recognize its place in student development theory.

Professionals attending our program will be given the opportunity to consider Afrocentricity and the ramifications of its absence in our literature.

To illustrate this point we will critically discuss the concept of diversity as it is used on our campuses. We will further explore the need for diversity at all levels of our discipline, specifically research methodologies and theoretical frameworks.

The format of the program will be:
Introduction and Statement of Goals
Examining Eurocentrism and its Limitations
Deploying Cultural Relativism (use of Afrocentricity)
Current lack of Cultural Relativism and Implications for Student Services Professionals
Experiential Exercise and Wrap-Up
Questions and Discussion

The experiential component will explicate the power inequities that exist within Eurocentrically based models. Participants will be assigned roles that are representative of a diverse population and asked to complete a consensus building task.

When considering this years' theme, "Creating an Ethical Climate on Campus", we feel our program lends itself to two main areas of focus. It will help to foster a commitment among students and particularly staff to seek the highest good, and will be effective in positively influencing the culture on campus.

"He who cannot dance will say the drum is bad" (African Proverb). For too long minority students have been viewed from developmental perspectives which assert high levels of disfunctioning. Is the drum bad or are we out of tune with their developmental stages and needs?

THE FRESHMAN EXPERIENCE: THE CONTEXT OF RETENTION

Dr. Joseph Turner
Director of Freshman Studies

Mr. Frank E. Parker
Dean, Teaching and Learning Center

Dr. James L. Howard
Coordinator of Assessment

Johnson C. Smith University

Background. Johnson C. Smith is an historically black university located in the metropolitan area of Charlotte, NC. In the Fall, 1988, the University instituted a freshman studies core curriculum for all entering freshmen. The intent of this curricular thrust has been to engage the student in the discourse of the university for his/her time of entrance. In so doing, it was hypothesized that student success and retention would be impacted positively.

Current figures appear to substantiate the above claim. At the end of the Fall, 1988 term retention rates were increased by 50%, the Dean's List was increased by 25%, and the probation list was reduced by 50%. In addition the number of students leaving during the orientation week prior to the beginning of classes was reduced by a factor of 3.

Data from preregistration for the Fall, 1989, indicate that Johnson C. Smith University will have a retention rate for these students of between 75% to 85%. This is compared to 60% retention rate for the previous year. Currently, the University is continuing to examine and analyze data. By September, 1989, this analysis will be completed.

Structure of the Program. The Freshman Studies Program is intended to develop student practices which will insure student success while matriculating through the University. Each aspect of the program (mentoring, Rhetoric, Inquiry courses) is intended to impact specific concerns of students. Mentoring is designed to assist students in managing breakdowns that inevitably occur and plague students. Rhetoric addresses the discourses of reading and writing in the context of university learning and in accordance with accepted standards. The Inquiries in Humanities, Social Science, and Natural Sciences examine modes of thinking/ inquiring in those disciplines and the interrelatedness among disciplines by actively engaging students in the inquiry processes as a major instructional/learning thrust.

The Evolving Structure. As a result of the 1988-1989 academic year, alterations to the program are being made. A special workshop series for students has been designed which focuses on enhancing the development of student competencies in managing breakdowns in such areas as test-taking skills, stress management, time management, collaborative learning, and participation in campus life—to name a few. Similar changes have been initiated in the Inquiry courses, such as the development of a more structured and rigorous laboratory experience in the Natural Science Inquiry course. Academic Services in the domains of reading and writing are being more thoroughly incorporated into and coordinated with the course in Rhetoric.

Finally, the analysis of the data, the evolving practices of the various components of the Freshman Studies Program and promises for the future are being discussed and will be presented at the Conference.

An outline of the session is as follows:

I. **Introduction**
   - A. Review of the 1988-89 Freshman Studies Program
   - B. Presentation of retention data

II. **Structure of the Program**
   - A. The Rhetoric Experience
     1. Practices in Reading
     2. Practices in Writing
   - B. Inquiry Experiences
     1. Humanities
     2. Social Sciences
     3. Natural Sciences
     4. Student Practices in Inquiry
   - C. Mentoring
     1. Management of Breakdowns
     2. The development of student practices

III. **Evolving Structure**
   - A. Plans for the 1989-90 year
   - B. Future Expectations

THE MULTICULTURAL RETREAT: A CRITICAL EXPERIENTIAL COMPONENT IN BUILDING CAMPUS DIVERSITY

Charles A. Taylor, Publisher
Taylor, Praxis Publications, Inc.

Roger B. Ludeman
Assistant Chancellor
of Student Affairs
University of Wisconsin

Jackie Murchison
Assistant Dean of
Student Life
University of Wisconsin

In this workshop, participants focus on the step-by-step' process of planning a minority cultural retreat. Information is provided on the various exercises and human relation activities that are vital to the success of the retreat experience. The goals and objectives of the retreat are explained in detail. Participants are shown a video tape of an actual retreat and learn why the presenters believe there is no better method of breaking down racial barriers than getting White and Minority students in an isolated setting and literally submerging them in minority culture. If you are interested in improving race relations or in getting students to work together on your campus, then you will want to attend this workshop.

THE POLITICS OF EXCLUSION: ASIAN AMERICANS AND AMERICAN HIGHER EDUCATION

Binh Le
Penn State University-Ogontz

The Purpose of the Presentation

Promoting cultural diversity and ending racial and ethnic discriminations are major concerns in higher education. Over the years, numerous recommendations have been made in this regard. However, these recommendations rarely show any concern for the status of Asian Americans. This presentation attempts to raise the two major concerns confronting Asian Americans in higher education today: the decline of admission rates of Asian Americans at highly selective institutions, and the exclusion of Asian Americans from many of the financial aid programs designed for minorities. Overall, this presentation is intended to raise the level of consciousness and sensitivity of college and university officials toward the plight of Asian Americans, and as a result, to urge that corrective actions be taken.

A. The Decline of Admission Rates

The audience is introduced to the rationales offered by college and university admission officials at highly selective institutions for the decline of admission rates of Asian Americans over the last decade. These institutions include Harvard, Yale, Brown, Princeton, the University of Pennsylvania, the University of California at Berkeley, Stanford and the University of California at Los Angeles. The author will examine both academic and non-academic qualifications. Test scores and other statistical data will be utilized to demonstrate the shortcomings of these explanations. Because the rationales offered by the admission officials at these institutions are not convincing. The author believes that "unwritten admission quotas" might have been utilized at these institutions to curb the rise of Asian American student population.

B. Asian Americans and Financial Aid Programs

The final part of the presentation addresses the other major concern facing Asian Americans today— the exclusion of Asian Americans from many of the financial aid programs designed for minorities. Today many of the financial aid programs are specially designed for Blacks, Hispanics and Native Americans; Asian Americans are excluded from these financial aid programs. The author will point out that this exclusionary policy is harmful and will have a detrimental effect on Asian Americans, especially the vast majority of new Asian

American immigrants who are poor, uneducated and cannot even read, speak and write adequate English. The assumption that Asian Americans are "good enough" financially and academically needs to be reexamined.

C. Summary and Concluding Remarks

This presentation attempts to raise two major concerns confronting Asian Americans in higher education: the decline of admission rates of Asian Americans at highly selective institutions and the exclusion of Asian Americans from many of the financial aid programs designed for minorities. The author hopes that corrective actions will be taken to alter the present situations. It is imperative that in order to create a just society all obstacles to higher education for minorities must be removed.

VOICES FROM THE PAST

Mary-King Austin
Associate Director of Admissions
Simon's Rock of Bard College

I will present an hour and fifteen minute dramatic presentation supported by music and slides based on key papers of educators and reformers who addressed issues of ethnicity at the turn of the century. These lost voices need to be brought back to our consciousness as educators concerned with the minority student today. Among the papers I will draw from are:

Indian Chief Canassetgo's invitation to the settlers to send their youth to the tribe for a "proper education"

Sojurner Truth's angry outburst at The First National Women's convention in Akron, Ohio ("The white man, he is goin' to be in a fix pretty soon.")

Excerpts from the memoirs of Elaine Goodale, Sister to the Sioux. She was a teacher and the first commissioner of Indian education in what is now North and South Dakota

Excerpts from the memoirs of Charles Eastman, also known as Ohiyesa, From The Deep Woods to Civilization. He was a Sioux brave who married Elaine Goodale and worked ardently for "the Indian cause"

Excerpts from Booker T. Washington's Memorial Day address at Harvard University, "Freedom Through Education"

Excerpts from the first recorded public speech by an American woman, Francis Wright, on the Fourth of July in New Harmony, Indiana. She called for reform in education.

Excerpts from Black Elk Speaks by Black Elk, The Indian political and spiritual leader.

Excerpts from the papers of Samuel Chapman Armstrong, the founder of Hampton University

Excerpts from the papers of Richard Henry Pratt, "The red man's Moses" and founder of The Carlisle Indian School

Excerpts from Chapters 3 and 6 of The Souls of Black Folk by W.E.B. DuBois

Excerpts from Jane Addam's Address to The National Education Association

Excerpts from Ralph Waldo Emerson's Essay on Self Reliance ("I must be myself. I can no longer break myself for you or you.")

The slides will be made from historical photographs of schools and colleges of the day. I will depend particularly on Francis Johnston's famous school series. Music will be of the period.

We can no longer depend upon wishful thinking to alleviate the plight of the minority student today nor of the plight of the majority student deprived of diversity. We need to listen again to the words of the educational visionaries of the past, whose inspiration and commitment to quality education for all we sorely need. VOICES FROM THE PAST is intended to provide historical perspective and illuminate the future paths we decide to walk.